



# **Positive Behaviour Policy**

**2016-2017**

**Reviewed by: L Cutmore**

**Date: Septmeber 2016**

**Review Date: Annually**

**Due regard has been given to the Behaviour and Discipline in  
Schools Advice for Head Teachers and School Staff  
February 2014**

# Bowmansgreen Primary School

## Positive Behaviour Policy

Adopted: September 2016

Review date: September 2017

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***Our policy has been written in consultation with children, staff and parents. The aim of our policy is to promote self-esteem, secure effective learning and ensure consistency in practice.***

### **Aims and Guiding Principles of our School**

#### **Mission Statement - 'ENJOY, LEARN ACHIEVE'**

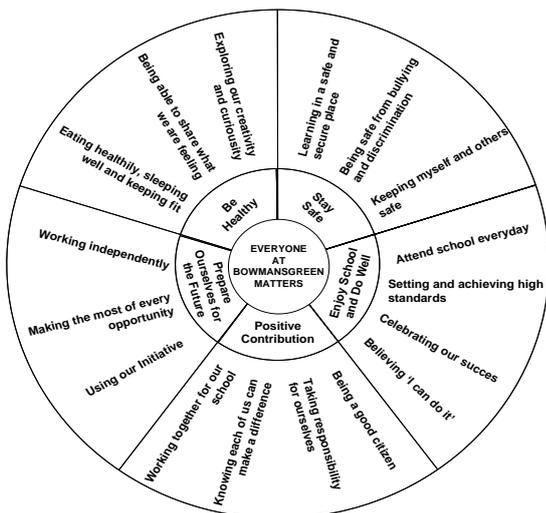
At Bowmansgreen Primary, we aim to provide a happy, secure environment in which all children will grow and develop intellectually, emotionally, spiritually, socially and physically. We believe in equal opportunities for all and the need to eliminate discrimination of all kinds. Our aims have been developed in line with the five principle themes of Every Child Matters.

At Bowmansgreen Primary School we want to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

The school's caring ethos is at the heart of all we do. We seek to nurture the 'whole child' for the time they are entrusted to us. Alongside academic progress, it is equally important to us that the children are given opportunities to develop their social skills, self-esteem and independence through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school to support them in society and in preparation for the opportunities, responsibilities and experiences of later life.

A supportive home environment is vital to the education of our pupils and we endeavour to build a strong partnership with all parents/carers and carers. We hope that every member of the school community will feel a part of our school 'family' and appreciate the many and varied opportunities and activities we have to offer.

## The School Aims



To achieve this we will

1. Respect the equal rights of our children, staff and other members of the school community as individuals taking account of race, religion, disability, gender, background, sexual orientation, age and ability
2. Educate our children about equality and promote diversity (for example disability, gender, race, religion, sexual orientation, social context, vulnerable child status) to help to overcome any barriers to achievements and personal fulfilment
3. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities
4. Create an environment where respect and racial harmony mean that all pupils are able to achieve their full potential
5. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations
6. We will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

## Values

We believe that an understanding of shared values is at the centre of our life in school and underpins our Behaviour Policy and our curriculum. These are our values:

- Community: a sense of belonging
- Respect: for self and others
- Peace: within self, between others and across a global perspective
- Co-operation: working together and helping one another
- Tolerance: respecting others' right to opinions and beliefs
- Honesty: telling the truth; trusting others.
- Happiness: knowing I am loved; giving good wishes to others.

## School Rules

At Bowmansgreen we agree to

- Respect people and property
- Be kind, honest and helpful to others
- Work hard and always try our best
- Be ready to learn at all times
- Think before we act

and .... Keep a positive attitude!

### ***This means***

1. We make good choices and think before we act.
2. We aim to do our very best every time.
3. We look after our own, other's and the School's property.
4. We are always polite and have good manners.
5. We listen carefully and use words well.
6. We are friendly, kind and like to share, we know how to take turns.
7. We work together to solve problems.
8. We respect the right of others to their own opinion, culture and beliefs.

And so.....

1. We do as we are asked the first time. We don't hurt anyone with our actions or words. We are always in the right place at the right time doing the right thing.
2. We try hard with every piece of work – we concentrate on it without distracting other people, we work neatly.
3. We never take or damage anything that does not belong to you.
4. We always say please and thank you. We use everyone's proper name.
5. We give everyone a chance to speak by taking turns and we don't interrupt. We listen to what our teacher says the first time and ask for help if we don't understand.
6. We are a good friend. We don't leave people out of your games, don't call them names and don't make them feel bad about themselves – that is bullying.
7. We never fight or hurt anyone to make them agree with us. If there is a problem we talk about it and if we can't solve it, we ask an adult for help.
8. We never call anyone by racist or sexist names or make anyone feel left out.

## **Creating a Positive Ethos**

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class rules are negotiated at the start of each year based on our School Rules and displayed clearly in each classroom. These focus on how children should behave rather than how they should not. Class rituals are essential in creating a sense of security – for example – a quiet time during registration and after lunch, regular circle time, lining up. It is also essential that teachers and staff are positive role models and are seen to follow the same guidelines as expected from the children.

***Incentives:*** to raise self-esteem, to reward good behaviour which meets our School Rules, to reward excellent work  
Rewards for Working Together

***Class Rewards:*** One of our most important values is working together. We reward children for working together as a class through the use of classroom rewards. We have a number of whole class rewards for the children to work towards achieving.

- *Marble jar* – Children earn marbles or warm fuzzes for reaching this level on the behaviour chart. The aim is to fill the jar. The class reward is then decided by the children and the class teacher – examples include Golden Time, a special treat e.g. class trip etc.
- *Attendance Award* – Each week it is announced in assembly the class that have made the most improved attendance and the class that have the best attendance. These classes receive a certificate and get to keep the trophy in their class room.
- *Behaviour Award* – Each week the two classes that have scored the highest on our behaviour system receive a star. These stars get placed on a chart and at the end of the term the class with the most stars receives a reward. These are decided by the class and the teacher jointly.

**Individual Rewards**

Another important part of our school ethos is that each day is a fresh start.

- *Behaviour Ladder* - All children start each day on blue sky. They move up the chart for displaying positive behaviour. Children reaching Rainbow receive positive recognition, children reaching marble jar place a marble into the whole class pot and children reaching pot of gold will be sent to the head teacher to collect of cockerel card which will be sent home to their parents. These children will have their names called out in the celebration assembly.
- *Special Mention* – Each week the class teacher will choose one child from their class to get a certificate during the celebration assembly, this can be for academic achievements or personal achievements such as perseverance, kindness, taking risks etc.
- *Star of Kindness* – Each month a different member of staff will chose a child to receive this award for acts of kindness.

**Sanctions:**

We believe that there are consequences for making the wrong choice and that children should be encouraged to see this. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore, every day is a fresh start. Disapproval must be directed at the behaviour not the child. Children must be given the opportunity to turn their behaviour around, therefore if a child is moved down the behaviour ladder the adults place a great emphasis on encouraging the child to make the right chose and to get their name moved back up.

**CLOUD CONSEQUENCES**

**We always check for understanding of the task/instruction.**

For fairly mild behaviour which is disrupting teaching, learning or safe play, a child is given a **REMINDER** of what the adult does want to see. The adult will give wait time here. If the negative behaviour continues, a **WARNING** is given to *'Make a good choice'*. If the negative behaviour continues however, a **CONSEQUENCE** is applied. 5minutes of Playtime is lost. This is recorded on teacher's level record document.

If the child then makes a good choice and their behaviour becomes positive, their name can be moved back onto the Blue Sky and they may earn their 5 minutes lost playtime back.

**RAIN CONSEQUENCES**

**We always check for understanding of the task/instruction.**

If the 'Cloud' sanction fails to impact on the child's behaviour, they are given a **REMINDER** about what the adult does want to see. If their behaviour continues to disrupt teaching or learning, a **WARNING** is given to *'Make a good choice'*. If the negative behaviour continues however, a **CONSEQUENCE** is applied. The child misses their entire playtime. This is recorded on the teacher's level record document. If the child then makes a good choice and their behaviour becomes positive, their name can be moved back onto Blue Sky, however the loss of playtime sanction remains . The parents will be informed at the end of the day that their child has reached this level.

## STORM CONSEQUENCES

If the 'Rain' sanction fails to impact on the child's behaviour, the class teacher will send the child to their foster class. Wherever possible, the child should also take their work to complete.

**INTERNAL EXCLUSION** is an opportunity for the child to avoid a continuing negative behaviour spiral. If this is successful they can move back onto Blue Sky. Parents are informed that their child has had an internal exclusion and why. Higher Level inappropriate behaviours automatically go to this stage and SLT will call parents in for a meeting.

## TORNADO CONSEQUENCES

PARENTS CALLED FIXED TERM EXCLUSION.

### Persistent and Serious Misbehaviour

When a child causes serious and persistent concern, the class teacher, support staff, parents and senior staff together with the SENCo - and external agencies eg. Behaviour Support - if required shall meet to agree and implement supporting strategies, for example a specific behaviour plan. These will be written by the class teacher and SENCo in partnership and monitored on a regular basis. Suspension or fixed term exclusion may be used when the Head teacher and the School Leadership Team in partnership with the class teacher feel that a situation is sufficiently serious to warrant such a response. The school will then work in partnership with parents/carers to agree a Return to School strategy. Permanent exclusion will only be considered in extreme circumstances and would be in line with statutory procedures.

### *Mentoring*

We recognise that children can behave in ways that are challenging and disruptive for many reasons and for this reason we place a high value on the support of our pastoral TAs in working with children who have emotional and behavioural issues. Our TAs aims to plan specific interventions to support them.

### *Play time rules and routines*

Any child who is observed breaking one of our school rules may be sent to the bench (an area inside which is supervised by an adult). It is the responsibility of the member of staff on duty to inform the class teacher and move the child's name down the behaviour chart. Children who find play/lunch time difficult are able to chose a friend and spend this time in the sunshine room, this helps them to develop relationship skills.

### *Lunchtime rules and routines*

Children who break one of our school rules at lunch time may be sent to the bench or to a member of SLT. The adult dealing with the incident will decide whether the child should be moved down the behaviour ladder.

### *Parental Involvement*

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school. Parents can always discuss a problem with their child's teacher, the appropriate member of SLT and the Head teacher. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for adequate discussion. In emergency parents will be contacted immediately.

Early parental involvement is essential if there is a problem of any sort. We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts they may not know a situation exists;
- It is important to keep a sense of perspective;
- Under no circumstances must they take action against another child or parent, either physically or verbally.

## **Monitoring and Review of Policy**

To be reviewed Autumn 2017.

Remember: it is not a sign of weakness to seek help and advice from colleagues when dealing with behaviour and discipline issues. To seek advice is a strength. It indicates you have recognised a problem that requires you to resolve it professionally.