

BOURN C of E PRIMARY ACADEMY

Positive Behaviour Policy and Implementation



Committee: Curriculum

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1. Introduction

- 1.1. Our behaviour policy is based on an expectation of good behaviour and relationships within a secure, caring and inclusive environment. In this policy, we will emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our School community.
- 1.2. While other factors, such as pupils' home backgrounds, affect their behaviour, School-based influences are also very important. The most effective Schools seem to be those that have created a positive atmosphere based on a sense of community and shared values.
- 1.3. In order to achieve this, we need to be clear in our expectations and the methods we will use.

2. Principles

- Everyone should give and receive respect.
- Everyone should be treated with courtesy and consideration.
- Everyone has a contribution to make by setting a personal example.
- Everyone should try their best in lessons and behave courteously.
- Everyone is an individual and that individuality must be seen as an essential and important part of each person.
- The positive aspects of an individual's personality should be praised and developed.
- Any expectations of others will be reasonable and achievable.
- Everyone should be treated with fairness and consistency of approach in all situations.

3. Achieving our expectations

- 3.1. Good communication is an essential ingredient of good discipline. It is by parents, staff and children talking and listening to each other that we can understand how each feels and the reason for certain behaviour. We will achieve expectations by making clear to all stakeholders what these expectations are and having a consistent approach, ensuring continuity. We will include all stakeholders in formulating rules to reflect the policy.

4. Rights and responsibilities

4.1. Staff

| <u>Rights</u> | <u>Responsibilities</u> |
|--|--|
| <ul style="list-style-type: none">• to be treated with respect• to be supported by peers and managers• to be listened to• to share opinions• to be treated courteously by all members of the School community• to be made fully aware of the School's systems/policies/expectations• to receive appropriate training to increase skills in promoting positive behaviour and regular attendance | <ul style="list-style-type: none">• to ask for support when needed• to offer support to colleagues and managers• to listen to others• to give opinions in a constructive manner• to model courteous behaviour• to recognise and acknowledge positive behaviour in others• to seek information and use lines of communication• to support others in developing their skills in promoting positive behaviour and regular attendance• to acknowledge areas of own skills which could be developed• to try new approaches |

4.2. Children

| <u>Rights</u> | <u>Responsibilities</u> |
|---|--|
| <ul style="list-style-type: none">• to be treated with respect• to be safe• to learn• to make mistakes• to be listened to | <ul style="list-style-type: none">• to behave respectfully to others• to attend School regularly• to be willing to learn• to allow others to learn• to take responsibility for their own mistakes• to allow others to make mistakes• to give opinions in a constructive manner• to listen to others |

4.3. Parents/carers

| <u>Rights</u> | <u>Responsibilities</u> |
|---|--|
| <ul style="list-style-type: none">• to be treated with respect• to be kept informed about their child's progress• to be listened to• to have access to information on the School's approach to behaviour and attendance• to have concerns taken seriously | <ul style="list-style-type: none">• to behave respectfully• to make sure their child attends School regularly• to talk to their child about what he/she does in School• to talk to Teachers if they have any concerns about their child's learning or wellbeing• to listen to others• to absorb information and share concerns• to share concerns constructively |

5. Promoting positive behaviour

5.1. Whole-School level

- All staff understand and demonstrate the School's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies and PSHE sessions are used to develop children's social, emotional and behavioural skills.
- Positive behaviour in corridors, playgrounds and dining hall is noted and celebrated.
- Parents/carers are aware of, and contribute to, the School's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.

5.2. Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and cooperation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.
- There are clear classroom routines (e.g., for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- There are classroom rules or a classroom charter, devised through discussion with children, which promote positive social and learning behaviours. Children sign up to these rules.
- Classroom rules or charter are displayed in a way which can be understood by all children (photographs, diagrams, cartoons).
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour (the sun, rainbow, cloud system is used from Reception to Year 6).

5.3. Individual child level

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- There are systems which allow all children to be "special" at times.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour, there are systems which give additional support and attention.

6. Behaviour we encourage and behaviour that is discouraged

Behaviour we encourage:

- Attentiveness
- A sense of right and wrong
- Self-respect
- Respect for the environment
- Working cooperatively
- Honesty and trust
- Fairness
- Self-discipline
- Politeness and good manners
- Setting a good example to others
- Commitment
- Good humour
- Care for personal and others' property
- Respect for other people, their views and their work

Unacceptable behaviour includes:

- Violence and aggression
- Hurting feelings
- Threatening behaviour including bullying
- Dishonesty
- Deliberate disobedience
- Discrimination
- Lack of respect
- Using unacceptable language
- Deliberately damaging property
- Disrupting teaching and learning
- Taking things that do not belong to us
- Running inside the School building
- Racial harrasment

6.1. In the everyday running of the School the children should be encouraged to:

- set a good example (the youngest look to the oldest for the example of good behaviour);
- move quietly around the School:
 - always walk;
 - stand aside to let others pass;
 - hold doors open;
 - lend a helping hand;
- always speak politely to everyone – even when feeling bad-tempered. Never shout – it is discourteous. Never swear;
- respect other people by not hurting them or spoiling their possessions;
- look after each other – do not “tell tales” just to get others into trouble, but if a situation needs help, always get an adult;
- listen to each other and adults and do not interrupt when others are talking. Wait patiently;
- take pride in their classroom and School, taking care of everything around them;
- assume and enjoy the responsibilities they are given, treating them with the respect they deserve;
- remove themselves from potentially difficult situations;
- developing self-discipline is the ultimate aim;
- feel able to ask for help and advice.

7. Our Agreed Approach

7.1. The objectives of our policy are to encourage positive behaviour and discourage negative behaviour. As Teachers and adults in School, it is our responsibility to ensure that our own

and the children's expectations become practice. Constant awareness and interpretation will help to make the expectations an implicit part of our School ethos. In order for our policy to succeed we need to:

- spend time every day building positive working relationships;
- provide consistent, clear and positive encouragement for good behaviour;
- be clear in our expectations of behaviour, i.e., high standards of order, organisation and presentation;
- make each day a "fresh start";
- take account of the individual needs of the children;
- with the children, discuss and agree our rules;
- involve parents;
- be consistent and use an agreed system of rewards and sanctions;
- regularly exchange information about children so that all staff catch those experiencing difficulty behaving well;
- supervise all children through the School and not just one class group.

7.2. We will:

- make a clear set of whole School ground rules to display in each class and around the building;
- this will form the basis of a clear and simple code for each class which Teachers display and reinforce each term;
- children will sign this agreement to show support and give ownership;
- explicitly teach and explain what the rules mean in practice and our expectations of children;
- use PSHE, assemblies, circle time, etc. to discuss, model and practise good behaviour and raise pupils' self-esteem;
- try and make requests and instructions positive and not negative, e.g., "walk" rather than "don't run";
- encourage all families to read and sign the Home/School Agreement together at the start of the year.

8. Bourn Primary Academy's agreed system of rewards and sanctions

- It is important for all staff to teach and model appropriate behaviour.
- When pupils behave appropriately this should be noticed and praised.
- Early intervention and consistency with which rewards and sanctions are distributed is essential.
- To not address bad behaviour is to condone it.
- Lessons must be structured to be interesting and appropriately challenging.

Suggested rewards

- Leaves
- Verbal praise
- Tokens
- Special table to work at
- Stickers/merit system
- Golden time/chosen activity
- Positive comments written on work
- Show work to colleague in different Key Stage
- Class certificate/note to take home
- Show work to Head Teacher
- Achievement certificate
- Weekly class achievement awards (cups and medals) (weekly community assembly)
- Showcase children's work
- Table rewards
- Rainbow reward
- Kingdom leaves
- Team tokens

Appropriate sanctions

- Verbal reminders
- Name on cloud
- Move place of work/cooling off time
- Quiet pause to refocus class
- Lose a privilege/complete work at lunchtime (supervised by Teacher)
- Written record of incident/apology letter (kept in file for reference)
- Send to colleague in different Key Stage (with agreement of colleague)
- Communicate with parents
- Send to Head Teacher
- Telephone call with follow-up letter from Head Teacher to parents

9. Out and about School

9.1. Playtimes

- The adults on duty assume full responsibility for all pupils.
- Seek out children who may experience difficulty and talk with them briefly.
- Be aware of potential “hot-spots” and try to diffuse them before they start.
- Class Teachers should tell adults on duty of any pupils who have had a difficult session prior to playtime so an extra “eye” can be kept on them.
- Maintain a high profile – be visible – move around a lot.
- Deal with any problems as they arise – to ignore them is to condone them.
- Anything considered to be significant:
 - report to the Class Teacher, stating problem and action taken, and
 - note the incident.
- Notice those who find playtimes difficult.

9.2. Around School

- Talk to children you meet around the School – comment on and praise pleasing behaviour.
- Remind children of the need to talk quietly etc. We each have a responsibility for all children, not just for those in our own class, as they move around the School.

9.3. Lunch times

- Lunchtime supervisors will assume responsibility in the knowledge that the Head or Assistant Head or named Teacher is around for support.

- Class Teachers will tell supervisors of any child that has caused concern during the session prior to dinner time, so that a special “eye” can be kept on them.
- **Be visible at all times.** There should always be someone for children to turn to.
- Supervision at lunch-time will involve at least two people for each playground.
- Move around a lot so children can find you and all children remain visible.
- Report any problems to the Class Teacher at the end of the lunch-time session.
- Seek the immediate assistance of the Head Teacher or Deputy/Assistant Head Teacher if any major behavioural difficulties arise.

9.4. **Sanction options**

The sanctions applied will depend on the level of difficulty, frequency, etc.

- Removal of privileges for specified time. Parents will be informed if a child is to miss his or her playtime on a long-term basis or to complete homework.
- Referral to the Head Teacher.
- Isolate the pupil from his or her peer group for a specified time.
- Contact with parents.
- Move a child to another class – if the other Teacher is willing.
- Individual behavioural strategies.
- Recording of major incidents in an incident book – action to be taken by the Head Teacher if there are several incidents reported; contact with parents, etc.

10. **Parental involvement**

- Make every effort to attend consultation evenings.
- Understand School policies and methods.
- Alert the School immediately to any serious behavioural problems with their child.
- Be prepared to come to School to discuss behaviour problems in the classroom.
- Accept their share of responsibility for their child’s punctuality.
- Ensure that their child comes to School in suitable clothing and is equipped for games and P.E.
- Bring grievances to the Class Teacher, Head Teacher or a Parent Governor.
- Always telephone or email before 9.15 a.m. if their child is absent from School.

11. **Summary of Behaviour Policy**

- 11.1. The objectives of our policy are to encourage positive behaviour and to discourage negative behaviour.

11.2. Examples of positive behaviour are:

- working with others;
- treating others with courtesy and consideration;
- setting a good example;
- giving your best in work and play;
- truthfulness;
- hard work;
- good humour.

11.3. Encouragement for positive behaviour will be:

- recognition and praise by Teachers and parents;
- establishment of high standards of order, organisation and presentation;
- awards and certificate of good behaviour, special stickers, etc.

11.4. Examples of negative behaviour are:

- stealing – taking the property of others;
- bullying – misusing size, strength or words to hurt or intimidate others;
- vandalism – damaging the property of others;
- bad language – not thinking before you speak;
- truancy – missing School without good reason;
- lack of punctuality – bad timekeeping;
- misbehaviour – shouting, running indoors, untidiness.

11.5. Discouragement of negative behaviour will be:

- firm reminders of the boundaries of acceptable behaviour;
- for one-off incidents, a reprimand by a Teacher or the Head (discretion of Teacher to decide which);
- for the few serious occasions or for children whose behaviour patterns cause concern, documentary evidence of each incident (date, time, place, details) is essential from whomever is in charge. The Head Teacher will decide whether to bring in outside help and where punishment should be imposed.

11.6. Children with Special Educational Needs are subject to the same rules as all other children. The only difference may be in the way they are handled by the staff.

Appendix 1

Ideas for Positive Behaviour Management

- The look
- Stay calm
- Be consistent
- Be aware of your own behaviour
- body language
- tone of voice
- posture
- eye contact
- reframing positively
- physical proximity
- use of proximity praise
- invite, model and expect respect
 - separating behaviour from the person
 - allowing the consequence to do the teaching
 - use private rather than public reprimands
 - take pupils aside to focus on what they should be doing
 - avoid bearing grudges
 - re-establish the relationship as soon as possible after correction
 - avoid sarcasm or idle threats
 - target specific behaviour
- use pupil's name
- use rule reminders
- give a choice
- use broken record technique
- catch them getting it right
- put yourself in their shoes
- use "I" statements
- give take up time
- use partial agreements
- use humour
- remember certainty rather than severity
- use least to most intrusive intervention
- use related consequences
- focus on primary behaviour
- use positive corrective language
- adopt the no-blame approach

Corrective Discipline (Sanctions)

- There will be clear expectation that pupils are expected to behave at School – any good behaviour will be praised but any inappropriate behaviour will be challenged. To ignore bad behaviour is to condone it.
- In the first instance staff use positive praise of another pupil to emphasise that someone else isn't doing as they should, i.e., "Well done X for....listening so well.....sitting quietly...putting their hand up".

- It will be recognised that all incidents will be treated on an individual basis, taking into account the personal circumstances of the child and the context of the situation. Different circumstances and contexts should include age, maturity, home circumstances, risk factor of the child to others and themselves, level of intent, number of previous incidents and level of contrition. If an accident involves several children, staff will endeavour to be fair and consider all opinions. Corrective discipline may be required in behaviour related or work-related situations.

The 3 Intervention Approach

The School generally follows the 3 Intervention Approach:

Pupils are told that their actions are inappropriate, why they are inappropriate and given a positive example of what they should be doing or could do next time (although, depending upon the severity, it may be possible to move straight to the next sanctions). The first intervention will be supportive.

Pupils will be expected to consider what they have done and amend their behaviour. The School expects pupils to tell the truth, not walk away, face the adult, not answer back, take turns to speak and apologise for their actions.

After the intervention and the offering of advice the pupil will be expected to get on with their work or play and have the opportunity to put into practice what they should be doing. If pupils do not know what they should be doing or are “stuck” with their work, this intervention will allow further Teacher/TA support.

There will be a **first** verbal reminder for the child.

There will be a **second** reminder using the warning cloud, which follows the pattern of the first with a warning that if they are spoken to again then a particular sanction will follow.

On the **third** occasion using the thunder cloud, it will be deemed that the pupil has not taken the opportunity to amend his or her actions and corrective sanctions will be required. These may include the following:

Sanctions at playtimes, lunchtimes, before or after School

- **Time out:** They may be removed from the situation/game to spend time alone or to calm down, sitting at the bench for a period of about 5 to 10 minutes and then approached again.
- **Sent in:** If the behaviour warrants it, pupils may also be sent in to see a member of staff. They may be given the “Time to Think” sheet (Appendix 2).
- After playtime and lunchtime, the staff on duty/lunchtime staff will report incidents to the Class Teacher.
- **Loss of playtime:** Pupils may also have the sanction which removes them from the playground for a predetermined period of time (one playtime to several days). During this time they may be expected to complete a writing frame (“Time To Think” sheet – Appendix 2), which considers their past, present and future actions. Again, this may be shared with parents and/or a letter of apology written.
- Pupils who miss further playtimes will be told to complete a piece of work or read. Lines are not usually given.
- If poor behaviour persists, pupils may lose privileges or ultimately not be allowed to School events, activities or lunchtime sessions.

Sanctions during lessons where learning has been interrupted or where anti social behaviour has taken place

If a pupil chooses not to work, then on the second occasion the pupil will be told what the sanction will be if they continue. On the third occasion the Teacher will reprimand the pupil by using a phrase similar to: "You have chosen not to work so..."

- **In class:** The pupil may then be isolated and expected to finish the task within the room and this usually involves being seated on another table.
- **Another class:** If required, the pupil may be escorted by an adult or child with work in another class for blocks of time, e.g., until the end of the session. The Class Teacher will send a note to the receiving Teacher.
- **Neutral ground or Head Teacher:** If a pupil's behaviour continues to be disruptive or threatening in class, the pupil may also be isolated from the rest of the class until he or she calms down and is in a position to work sensibly again with others. Any pupil removed should always be supervised by a TA or sent to the Head Teacher.
- **Finishing work:** Pupils may be asked to complete their work at other times and in other places during the School day. This could include in the library at lunch and play times. In such circumstances children would not be deprived of their lunch or toilet break. Work may also be sent home to finish. They might also be expected to complete a writing frame ("Time to Think" – Appendix 2), which considers their past, present and future actions. This may again be shared with parents and/or they would write an apology.
- The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the Class Teacher will stop the activity and prevent the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the Class Teacher or supervising adult records the incident and the child is punished using the sanctions outlined above. If a child repeatedly acts in a way that disrupts or upsets others, the School will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child
- The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend School free from fear. Please refer to the Anti-Bullying Policy for strategies to support children who are victims of bullying or bully other children.
- All members of staff are aware of the regulations regarding the use of force by Teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- In case of severe or persistent anti-social behaviour pupils will ultimately not be allowed to School events/activities.
- We will consult the County Exclusion Policy should there be need for exclusion.

Fixed-term and permanent exclusions

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from School. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one School year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The School will inform the parents how to make any such appeal.

The Head Teacher will inform the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. When necessary, the Class Teacher records repeated classroom incidents. The Head Teacher records incidents reported to him/her on account of bad behaviour. The supervisors always report incidents of antisocial behaviour and other problems to the Class Teacher.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently.

Review

The Governing Body reviews this policy at least every two years. The Governors may review the policy if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 2



Time to Think



Name:

Class:

Date:

Time:

You have been given reflection time to think about your behaviour.

Use this sheet to help you make better choices about your behaviour in the future.

What? (What happened?)

Who? (Who was involved?)

Why? (Why did I do it?)

What will I do about it?

(What steps will I take to stop this happening again?)

SIGNED:

Pupil

Teacher

Head
Teacher

Parent