

Positive Behaviour Policy

The Bythams Primary School



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Next review: Feb 2023 (or earlier if required by legislation or new DfE guidance)

Signed: *Debbie Shepherd*.....

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Name: Debbie Shepherd
(Acting Headteacher)

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Date: *1-2-21*.....

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Positive Behaviour Policy

Introduction and Aims

At The Bythams Primary School, we believe in providing a safe, welcoming, happy, calm and purposeful school environment in which children can learn effectively and reach the highest standards of which they are capable. Our core values are at the heart of everything we do with the aspiration that we are all the best, decent and moral human beings that we can be.

The purpose of this policy is to ensure a consistency of approach within our school community, one which also understands that we are all individuals. We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. We believe that a whole school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

We believe the ethos of the school should be built on a foundation of our core values:

- Friendship
- Honesty
- Happiness
- Creativity
- Respect
- Forgiveness
- Determination

These core values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to absorb these values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults.

We expect no child to ever feel unsafe, unhappy and like an outsider.

We expect all children to be kind and give their best.

Purpose

The purpose of this policy is to:

- To promote a consistently positive school ethos through positive behaviour strategies and celebrations of success
- To promote mutual respect between all members of the school community
- To provide a safe and positive learning environment, where praise, encouragement and love of challenge will allow all learners to succeed
- To engender a strong sense of responsibility for our own behaviour
- To inform parents and pupils of sanctions that will be taken to address behaviour issues

It is very important that the key messages, rewards and sanctions experienced by all children at The Bythams Primary School are consistent, fair and enable our objectives to be met. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices.

We promote positive behaviour at all times, but if negative behaviour occurs we will respond consistently and effectively, identifying and using the appropriate strategy to match the needs of the individual. We adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents are dealt with promptly and firmly according to our Anti-Bullying Policy.

Encouraging Positive Behaviour

At The Bythams, we support positive behaviour and a positive environment through;

- Offering a broad and balanced curriculum
- Communicating realistic but positive expectations
- Treating pupils as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed.
- Ensuring pupils know they are valued by taking a personal interest in them
- Teaching cooperation through group work
- Providing clear and positive learning experiences fairly and consistently.
- Creating a stimulating classroom environment.
- Developing the voice of the child, through for example the School Council.
- Appreciating and following the agreed "Bythams Brilliant Rules"
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Monitoring pupil attendance and taking swift action where necessary.

Roles and responsibilities

The Headteacher

The headteacher is responsible for setting the standards of behaviour; for ensuring that this policy is implemented consistently throughout the school; and for reporting to governors, when requested, on the effectiveness of the policy.

- Ensure that pupils are recognised as individuals and their strengths are celebrated
- Ensure that adults in the school use calm, respectful, positive communication with the children and their peers
- Use positive rewards as the means to securing effective discipline and good behaviour and ensure that reward systems (housepoints, stickers, celebration certificates) are given fairly and without prejudice.
- Where necessary impose sanctions, such as the loss of free time after a warning has been issued
- Communicate effectively with parents and carers regarding instances of positive and negative behaviour

The Bythams Staff

All adults encountered by the children at school have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has a huge influence on the children.

All adults within the school have responsibilities to:

- be a good role model and provide a caring and effective learning environment.
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- raise children's self-esteem and develop their full potential
- create a safe and positive physical and emotional learning environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- show appreciation of the efforts and contributions of all.
- use rules, rewards and sanctions clearly and consistently
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

All staff members are responsible for dealing positively and effectively with incidents in and around school. If in doubt, they should refer to the child’s class teacher, or consult with the Headteacher.

Parents’ / Carers responsibilities are:

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. Behaviour expectations are clearly communicated via the Home-School Agreement which is reviewed annually.

Parents/Carers have a responsibility to:

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To foster good relationships with the school and support the school in the implementation of this policy.
- To show an interest in all that their child does in school and support their child in responding positively to the expectations and rules of the school.
- To make the school aware of any concerns or problems that might affect their child’s behaviour.

Rights and Responsibilities of the Pupils at The Bythams

The children recognise and agree that they have the following Rights and Responsibilities

Rights	Responsibilities
<ul style="list-style-type: none"> ○ To be valued as members of the school community; ○ To be given help when they seek it, whether with their work or with bullying or other personal worries ○ To be treated fairly, consistently and with respect; ○ To be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; ○ To be taught in a pleasant, well-managed and safe environment; 	<ul style="list-style-type: none"> ○ To work to the best of their abilities and allow others to do the same. ○ To treat others politely and with respect. ○ To come to school on time, suitably equipped for the lessons in the day ahead; ○ To respect the views, rights and property of others, and behave safely in and out of class; ○ To co-operate in class with the teacher and with their peers; ○ To follow the school “Bythams Brilliant Rules”;

<ul style="list-style-type: none">○ To learn and play within clearly defined and fairly administered codes of conduct, which they have had a part in devising.○ To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;	<ul style="list-style-type: none">○ To seek help if they do not understand or are in difficulties;○ To be prepared to listen to others and try to understand other people's point of view.○ To accept ownership for their own behaviour and learning
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Responsibilities of Governors

The governing body has the responsibility for setting down general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Expected Behaviour

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips, at competitive events and with visitors to school.

The children have worked within this framework to devise their own school Code of Conduct, called **The Bythams Brilliant Rules** for the school community.

The school's 'brilliant rules' are:

- **We are gentle and respect nature**
- **We are kind, helpful and polite**
- **We listen and don't interrupt**
- **We are honest and always tell the truth**
- **We work hard and have fun**
- **We treat each other and the school with care and respect**
- **We are careful and sensible when moving around the school**

These are displayed in pictures and texts around the school.

In addition to this, each class may agree its own rules appropriate to the age of the children and this may also be displayed in the classroom.

Rewards

At The Bythams, we look for every opportunity to praise and reward children, not just for academic achievement but for having a positive attitude, making an effort, taking care and showing kindness towards each other.

All staff are responsible for celebrating positive behaviour and challenging poor behaviour.

Our Whole School Rewards System includes:

- Praise as a sincere and prompt response to positive behaviour or achievement
- House Points
- Star of the Week certificates
- Super Citizens Award (weekly)
- Headteacher's Awards
- Written comments in books
- Sending the child to the Headteacher for praise.
- Special responsibility jobs e.g. monitors, School Councillors, digital leaders

Each teacher will also have their own system of class rewards appropriate to the age of the children taught. These may include the following:

- Sticker, badges or stamps
- Certificates
- Award of special privileges e.g. Golden Time

House Points

The Bythams Primary has adopted a house points system which fosters a sense of belonging and identity on our school. Children are divided in to one of four Houses: Red, Yellow, Green and Blue. House Points are awarded not just for good work or hard effort, but also for range of behaviours including the following:

- Being kind
- Being polite and friendly
- Being helpful
- Being hardworking and trying our best
- Being respectful and tolerant

Over the year, the House Points accumulate, and a cup is awarded to the winning house at the Sports Day events when parents are present.

Celebrating Assemblies:

On Friday we hold a special Celebration Assembly, where children receive a certificate called Award of Excellence and/or a Handwriting Award. Teachers celebrate the work, attitude or behaviour of the children in their class. A Headteacher's sticker is given out. After the children receive 8 Head teacher's stickers they get to choose a toy from the Head teacher box.

During the assembly the children give out a 'super citizen' trophy to fellow classmates. This gives the children the opportunity to recognise kind deeds, friendship, respect and other values in their classmates.

Sanctions and Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, the Bythams Primary School recognise that it may be necessary to employ a number of sanctions to reinforce our Code of Conduct and ensure a safe learning environment.

If negative behaviour occurs we will respond consistently and effectively, identifying and using the appropriate strategy to match the needs of the individual. Consequences are age-appropriate and take into account all factors, including individual circumstances and SEND. These sanctions are used consistently and fairly against a background of the children's agreed Bythams Brilliant Rules and a positive classroom ethos. Early intervention avoids escalation of a problem

Consequences:

1. Typically, in the first instance, if a child misbehaves, we ask them to stop - reminding them of what behaviour we expect.
2. The second time results in a Verbal Warning
3. Pupils will always be given the opportunity to modify their behaviour before sanctions are given, often by being reminded of the rule or of a more appropriate behaviour. However, a sanction may be necessary for repeated offences after a warning has been given, and depending on the nature of the misdemeanour (see appendix). These may include:
 - a. being asked to work away from the group or task;
 - b. missing a given amount of time at break or lunchtime;
 - c. sending a child to work in another classroom;
 - d. expecting work to be completed at home or at playtime;
 - e. verbal/written apologies; putting things right/reparation;
 - f. being asked to see the Headteacher;
 - g. contact with parents/ carer

4. Individual Behaviour Reports - Pupils may be placed on an individual behaviour report with targets to aim for in each session. Observation books are kept in class to keep a record of this. Parents will be invited in to discuss their child's behaviour.

It is important to recognise that some misbehaviours are more serious than others (see appendix). The frequency of occurrence also has a bearing on the sanctions imposed. If a behaviour is considered more serious than a minor misdeed, the consequence may be escalated more quickly.

Exclusion

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time or permanently. Should this situation arise, the school will adhere to Lincolnshire County Council's exclusion procedure and the Chair of Governors will be informed. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements.

Record Keeping

Records of severe incidents or of incidents that are part of a pattern of persistent misbehaviour will be kept, together with information about the action taken. Parents will be informed verbally and in writing and their support will be sought in seeking solutions to problems.

Physical restraint

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Lincolnshire County Council. Staff have been trained by TeamTeach in de-escalation strategies and positive handling techniques, this training will be renewed every 3 years. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and be a respectful and supportive approach.

Children and young people with exceptional behavioural needs

The majority of children and young people at the school will respond positively when staff work within our Policy, but we recognise that some of our pupils may need additional support to learn to manage their behaviour.

We do this by:

- Parental and SENCO involvement in an Individual Behaviour Plan: Putting in additional scaffolding, tailored to the specific needs of each child or young person; Making the routines/strategies more detailed
- Multi-agency review if required
- Observations in a range of contexts, including home visits and medical investigations to ensure that the pupil is not in pain or unwell
- Drawing on additional resources from beyond the school, eg CAMHS, EP support, medical specialists, Behaviour Support Service

We recognise that some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning.

Relationship to other policies

This policy should be read in conjunction with the following policies: Safeguarding, Anti-Bullying, Equality and Diversity, SEND and the Home-School Agreement.

Relationship to Bullying

- We do not tolerate bullying
- Bullying will **never** be ignored
- **All** instances of bullying must be recorded
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern

If you have any concerns regarding bullying, or for further information and clarification, please refer to our [Anti-Bullying Policy](#).

Arrangements for monitoring and evaluation

We expect the success of our policy to be evident in the behaviour and attitudes of children and adults within the school community. The Policy has been widely consulted upon with pupils, staff, parents and Board of Governors. Prior to any review of the policy, feedback is sought from the school council, staff and parents.

Covid-19

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their groups or deliberate behaviours that put themselves or others at risk, such as spitting or

deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then as a last resort, the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Appendix 1

Levels of Misbehaviour

Low Level

- Fidgeting
- Telling tales
- Late for school
- Dropping Litter
- Noisy e.g. talking/ shouting
- Failing to keep on task
- Leaving seats without permission
- Unkind remarks
- Bad language (one off)
- Running in corridors
- Pushing in line
- Chewing Gum
- Borrowing without permission
- Leaving work area untidy

Moderate Level

- Constantly shouting out
- Poor effort
- Distracting others
- Poor attendance
- Continuously unprepared for work
- Non uniform/ jewellery
- Stealing
- Fighting
- Threatening/ aggressive behaviour
- Refusal to cooperate
- Telling lies (persistent)

Serious Level

- Serious assault
- Vandalism e.g. damage to school property/ graffiti
- Physical / verbal threats made to staff
- Violent outbursts verbal or physical
- Leaving school without permission
- Use of or in possession of drugs/ solvents

Positive Behaviour Management Strategies

- All misbehaviour will be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misbehaviour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

- Give a Fresh Start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Listed below are a range of **Positive Behaviour Management** strategies which are proven to have been effective at The Bythams Primary School;

- **Positive Feedback**- Acknowledge/Approve/Affirm:
- **Acknowledging** (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity**- move closer to a disruptive pupil
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- **Offering Choices**-
- **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand**- a quiet word rather than a public confrontation.

- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive.

It is important that staff do not shout or use raised voices towards the children. All teaching staff and adults in school need to follow the positive behaviour management strategies listed above.