



Beeston Primary School Positive Behaviour Policy

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December 2018

Beeston Primary School Positive Behaviour Policy

Aims and Objectives

- To create a happy, safe and secure environment
- To work together positively to promote good behaviour
- To ensure that everyone feels valued and respected
- To promote self esteem and develop self-confidence

Children, parents and staff all have rights and responsibilities and need to work together to achieve our aims and objectives.

Children Rights	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way which keeps self and others safe To be respectful to school property and that of others.
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Staff	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way which keeps self and others safe
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to	To listen to others
To share opinions	To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others

To be made fully aware of the school's systems, policies and expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in promoting positive behaviour	To support others in developing their skills in promoting positive behaviour To acknowledge areas of own skills which could be developed To try new approaches

Parents	
Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To make sure their child attends school regularly and is on time and fully prepared 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 and wellbeing
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns
To have concerns taken seriously	To share concerns constructively

The Home/School agreement, which parents sign, reflects these rights and responsibilities and both sides need to be reminded of the roles they play in the partnership. Parents have a responsibility to work alongside the school with behaviour issues or intervention.

The school praises and rewards good behaviour and believes this will develop an ethos of kindness and co-operation. This policy is designed to promote and reward good behaviour.

Good behaviour means we will be:

- Considerate and helpful
- Quiet and hardworking
- Kind, thoughtful and caring
- Polite and friendly
- Truthful
- Willing to discuss misunderstandings
- Trustworthy

How we encourage good behaviour

At Beeston we aim to create a whole school ethos of positive behaviour. All staff will demonstrate a consistent approach towards children.

- We praise children for behaving well.
- We explain, teach and demonstrate acceptable behaviour.
- We emphasise praise and rewards rather than sanctions, rewarding children for good behaviour
- We encourage children to be responsible for their own behaviour (linked to the Golden Rules - posters on display in each classroom)
- We address any problems immediately and encourage the children to talk about them
- We believe that behaviour is everyone's responsibility
- We listen to our children and value their opinions and views
- We believe that well prepared lessons help to promote positive behaviour in the classroom and lessons are structured to be interesting and appropriately challenging.
- We give the children positions of responsibility
- We work hard to promote good relationships with parents/carers.
- Staff set a good example to the children by being polite and punctual.

Rewards

We believe that good behaviour should be recognised by a reward system that can be used at the teacher's discretion according to the age of the child and their knowledge of the child.

Examples of rewards

- Smile or other sign of approval e.g. thumbs up or high five.
- Stickers in class
- Verbal praise that gives precise feedback
- Whole class praise so that children appreciate what they have done well as a group
- Written praise in books
- Work put on display in class and around the school
- Learning Hero certificates
- House points (Bronze = 25 pts, Silver = 50 pts, Gold = 75 pts, Platinum = 100 pts) to earn a badge

We remind children of our aims and objectives and remark on good behaviour when it occurs but if this is not enough it may be necessary to use sanctions to deal with persistent misbehaviour. We obviously take our knowledge of the children and their age into account and aim to repair and rebuild relationships.

Examples of sanctions

- Look of disapproval
- Verbal reprimand
- Move the child away to another place to work either in their class or to a different class
- Lose privileges e.g. role of responsibility for the day
- Formal sanctions system - level 1 - 5.

Sanctions

All staff are responsible for setting high expectations, and dealing with undesirable behaviour consistently and quickly. All facts must be known before drawing conclusions, and underlying reasons for behaviour should be sought. Staff should consistently use the sanctions as identified below.

All incidents are recorded in the Class On online Behaviour Form.

Staff need to be conscious of the time spent dealing with poor behaviour, and use methods to ensure negative classroom behaviour does not monopolise teaching time.

See overview of levels on the next page.

Level	Sanction	Reporting / Recording	Examples of behaviour
1	A warning is given and the child's initials written on laminated staff sheet. YELLOW	Initials are written on the sheet If the child's behaviour improves the warning will be removed.	Disruptive classroom behaviour e.g. calling out, throwing things etc Not following instructions Running / making excessive noise around school Offensive language Rough / inappropriate play outside
2	If the child continues, they get moved to ORANGE. OR if they hurt others (minor incidents) intentionally	If they improve, they can come off, if not, they lose 5 minutes of play. Behaviour logged in class behaviour online book.	Continuous examples of those above. Hurting others intentionally (minor incidents)
3	If they continue to misbehave, they move on to RED and (unless they improve and move back through yellow to green) they miss 10 minutes of play. OR if they hurt other e.g. fighting, bullying.	If they improve, they can come off, if not, they lose 10 minutes of play. Behaviour logged in class behaviour online book.	Continuous examples of those above. Hurting others e.g. fighting. Bullying.
4	If they carry on after red, they move to PURPLE. A purple card means that they are automatically sent out of the classroom to Headteacher (or SB's office) and complete a sheet which should be followed up by SH or VN and filed. These purple card children to miss all the next playtime.	Reception/KS 1 will need to support to complete these sheets, so the Head teacher to sit and support the child. This is good practice so that they are aware and can complete themselves further up the school. KS2 complete the forms unassisted, where possible. Behaviour logged in class behaviour online book.	Triggers will be discussed and ways forward agreed with child and HT and monitored. Parents are informed either via a phone call or being spoken to at the end of the school day.
5	As above AND Formal Exclusion as decided by Headteacher, following LA guidelines.	Meeting with parents and plan for improvement. Governors and local authority informed.	Continuous examples of those above. Serious deliberate injuring of others. Serious deliberate damage to property.

If an issue persists with a child we would firstly make sure that the child could join a nurturing opportunity. We would then approach the Senco / external support for advice and support. In very rare cases it may be necessary to exclude a child because:

- They put other children in physical danger
- They persistently refuse to adhere to school aims and objectives
- They severely disrupt the learning of other children.

In support of this policy we will work as a team to establish the aims through the teaching of P.S.H.E. In particular we use the Dimensions PSHE curriculum throughout the school.

- Class rules will follow the whole school Golden Rules

Safe touch

Staff may find the use of positive touch helpful if a child is upset or agitated.

Examples of positive touch may include:

- An arm around the shoulder (sideways on)
- Holding hands or gently holding an arm
- Stroking heads/arms
- Guiding away

It is important that staff have full information about the significance to the particular child of physical contact with adults, especially if previous abuse has occurred or if cultural factors determine unacceptable forms of physical contact.

It is much safer for all concerned that demonstrations of physical affection or comfort are made with others around.

Fixed term and permanent exclusions

1. Only the Head of School has the power to exclude a pupil from school.
2. If the Headteacher excludes a pupil they must inform the parents immediately, giving reasons for the exclusion.
3. The Head must inform the L.E.A. within one school day and the governing body about any permanent exclusion and about fixed term exclusions.
4. When a permanent exclusion is upheld by the governing body the circumstances in which the pupil was excluded will be discussed and consideration will be made as to whether the pupil should be reinstated.

Monitoring

The monitoring of the policy will be carried out by the S.M.T and governors using data collected from MSA's and information from class teachers, TA's and the Head.

Recommendations for improvements may be made if necessary. Records of serious incidents, suspensions and exclusions will be kept and the governing body will monitor these. Governors will ensure that the school policy is administered fairly and consistently.

Review

This policy should be reviewed annually in order to take into account new regulations or recommendations on how this policy might be improved.

Procedures for playtime and lunchtime

If the children behave in an unacceptable way, eg. ignoring instructions, hurting others, being rude, calling names or breaking the safety rules.

1. Talk to the child about what they have done wrong and how they could change their behaviour.
2. If the child repeats the offence then follow the sanctions (levels 1-5) and inform the class teacher. The child may need to spend a couple of minutes having 'time out' in a quiet place to think about how they might modify their behaviour.

Any minor offences like falling out or telling tales will be dealt with straight away by discussion with the children involved and will not need to be recorded.

Children will not be sent to sit outside the office.

The 'purple card' system can be used in an emergency to send to the office for help.