

Batheaston CEVC Primary School



POSITIVE BEHAVIOUR MANAGEMENT POLICY

OUR MISSION STATEMENT:

Together, we work to provide children with teaching and learning which is exciting, challenging, nurturing and memorable. Batheaston is a place where children learn to love learning.

Our Aims

- To create an environment and ethos where children feel happy, safe, valued and are able to learn effectively. This environment encourages a positive learning culture where children and adults are all 'pulling in the same direction together' to aspire and achieve at school.
- To enable children to develop self-esteem, self-responsibility, self-discipline and self-respect as well as respect for others. Working with the parents and carers, we endeavour to support the children in the development of self-management skills that will keep them happy and safe as they move through our school and beyond. We aim to teach children about making the right choices rather than just respond to what adults tell them to do/not to do. Some children need more support and time in order to develop these skills and we endeavour to work together with every individual child in our inclusive school.
- To ensure consistency in behaviour management in school.
- To protect each individual's rights and to celebrate diversity.

Guidelines

With the help of our Year 4 class, in July 2016, and with staff and children in assemblies, we have reviewed and then updated our behaviour code. This includes both the agreed principles we want to uphold at our school but also a clear system for how we all respond to inappropriate behaviour.

1. The '**School Code**' or '**School Charter**' reflects what we believe to be important and should be the foundation of good, appropriate and acceptable behaviour. If all the community uphold our code, we can live and learn in a happy and safe environment.

School Code

RESPECT

ENDEAVOUR

CONTRIBUTE

INCLUDE

PROTECT

ENJOY

2. Everyone involved in the school community has 'rights'. These carry with them responsibilities.
3. The class teacher is central in determining the strategies used to modify behaviour, following school policy, in consultation with the Senior Leadership Team when judged necessary.
4. It is essential that we separate personality from learning and behaviour. Every child has a fresh start after a resolved incident and/or sanction.
5. Opportunity must be created to listen with empathy and show genuine care for each child as a valued individual.
6. Praise and the heightening of an individual's self-esteem is the key to success in modifying work and behaviour, along with consistent and fair school rules and systems that support all children to feel safe.
7. For a few children, significant and lasting modification may only be achieved through very small steps and a rigorous robust and consistent approach.
8. Opportunities, both individually and as a class time or PSHE sessions, should be created to enable children to reflect on and be responsible for their own work and behaviour.

IMPLEMENTATION

All staff and adults working within the school have a responsibility to be familiar with and support the agreed whole school policy and guidelines as detailed in the Positive Behaviour Management Policy both in the classroom and elsewhere.

All our children will contribute to their own Class Charter and be involved in regular review/discussion of our School Code.

Parental influence is recognised as the most important factor in behaviour management. Teaching staff should ensure early and sustained dialogue with parents or carers which will better enable school and parents together to successfully guide and bring about behaviour modification for a child.

We ask all parents and carers to support their child to follow our code. We ask for parent and carer support in encouraging your child to report to an adult, rather than ever advising them to retaliate. It is very helpful if children can tell teachers quickly about a problem. Please also refer to our Anti Bullying Charter for more information if you feel your child is being bullied or victimised, a copy of which is included on our school website.

If a child is struggling to maintain appropriate behaviour at school, the class teacher and SENDCo may, in consultation with the head teacher, seek additional advice from the advisory staff or educational psychologist. We would always consult with parent or carers first before any referral.

What happens if a child breaks a rule (our School Code)?

See Appendix 1

We expect that all children will make an occasional mistake - calling someone else an unkind name, for example. All staff will follow up rigorously and fairly and most incidences will only need a reminder/apology/discussion.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We have divided sanctions into 5 broad levels to help with clarity for children, families and the adults who work and volunteer in school. The children have helped to collate the list of examples – it is not an exhaustive list. The children also concluded that, for the vast majority of the time, school is a calm and happy place for them to learn and play.

The school has a separate External Exclusions policy.

Very occasionally, staff may have to use ‘**reasonable force**’ (use a degree of physical contact with a child). This might happen if, for example, a child is at risk of hurting themselves or others.

What is reasonable force? (Taken from the DFE publication, ‘Use of reasonable force – advice for headteachers, staff and governors’)

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Batheaston Primary School takes seriously its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools don't require permission from parents but we would always ensure parents are informed if there has been reasonable force used with your child.

We would like to make it clear that it is rare to need the use of reasonable force.

A RIGHTS RESPECTING CLASSROOM AND SCHOOL ENVIRONMENT

- Children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning or not prove helpful to learning
- Children are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work
- Children have responsibility for aspects of classroom organisation and are encouraged to contribute in a wider school role, eg Librarian, Play Leader, Peer Mentor
- Children have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- Teachers make use of a wide variety of teaching strategies and routes to learning, recognising that children may differ in their preferences for how they learn
- Teaching Assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with children
- Behaviour is excellent as everyone recognises and respects the rights of all to their education. Children who find it more difficult to maintain appropriate behaviour will receive support and expectations of what they can achieve will remain very high
- All staff model rights-respecting behaviour e.g. they listen well to pupils' views and show respect for their opinions; they avoid totally put-downs or sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved. All adults work respectfully with one another, children and parents and carers
- Displays are used to reinforce awareness of rights, respect and responsibilities in relation to each other and others locally and globally

- Children respect and value each other's similarities and differences and support each other, with very low incidence of negative behaviour, name-calling, racist or sexist comments, etc.
- High status and adequate time given to children's voice across a wide range of issues including playtime design, lunch choices, well-being concerns and many more.

Appendix One – Behaviour Code Levels of Inappropriate Behaviour and Related Consequence

<p>STAGE</p> <p>5</p>	<p>Behaviours include:</p> <ul style="list-style-type: none"> • Repeated racism or prejudice • Aggressive, violent or reckless behaviour which puts others or yourself at risk • Failure to respond to or comply with adults after initial incident 	<p>CONSEQUENCE:</p> <p>External exclusion (see External Exclusions Policy)</p> <p>Letter to parents</p> <p>Reported to governors</p>
<p>STAGE</p> <p>4</p>	<p>Behaviours include:</p> <ul style="list-style-type: none"> • Threatening or intimidating others, e.g. swearing • Stealing or deliberately damaging school's or others' property • Racism or prejudice 	<p>CONSEQUENCE:</p> <p>Internal exclusion</p> <p>Letter to parents</p> <p>Play or lunchtime missed</p>
<p>STAGE</p> <p>3</p>	<p>Behaviours include:</p> <ul style="list-style-type: none"> • Teasing or unkindness over time • Playing unkindly or unfairly over time • Deliberately hurting someone, physically or verbally • Swearing at someone 'in heat of the moment' 	<p>CONSEQUENCE:</p> <p>Senior member of staff involved</p> <p>Parents informed</p> <p>Play or lunchtime missed</p>
<p>STAGE</p> <p>2</p>	<p>Behaviours include:</p> <ul style="list-style-type: none"> • Talking back to adults • Unkind comment to others, e.g. about work or appearance • Not respecting property, e.g. going into others' drawers • Ignoring or excluding someone more than once • Repeated Stage 1 behaviour 	<p>CONSEQUENCE:</p> <p>All or section of play or lunch missed</p> <p>Class teacher informed (if not directly involved)</p>
<p>STAGE</p> <p>1</p>	<p>Behaviours include:</p> <ul style="list-style-type: none"> • Talking on carpet • Not 'sitting for learning' • Getting carried away in a game • Interrupting others' learning/ creating distractions • One-off ignoring or excluding someone 	<p>CONSEQUENCE:</p> <p>Warning given</p> <p>Class teacher informed (if not directly involved)</p>

Appendix 2

Batheaston's positive behaviour policy

We praise and reward our children for positive behaviour that upholds our School Code. We all (children included) actively look out for children being kind, considerate, hardworking and for achieving their goals. We have high expectations of the conduct of our whole school community and adults consistently model the skills that we encourage the children to develop too. If a teacher wants to draw the children's attention at the beginning of a lesson, she may say 'I really like the way in which Danny is sitting. He looks ready to learn!' This statement will have the effect of encouraging the other children to get ready too.

How we say 'well done' and reinforce the positive community ethos:

Specifically noticing and pointing out the behaviour that we encourage. Praise is used clearly and specifically. We discourage over praising, eg 'What an amazing effort!' if it hasn't been a very special effort for that individual child.

House system: all children belong to one of our 5 Houses (siblings are grouped in the same house as each other). Points are awarded for many positive reasons, from sporting success to academic effort.

Children are encouraged/nominated to volunteer for responsibilities and roles around the school. These roles increase as the children get older but everyone can get involved. For example, Reception children are taught to deliver the register and lunch choice list. By Year 6, some responsibilities are obligatory, eg Special Friends and each child will also have a specific role, eg prefect or House Captain. By taking on a role, eg Play Leader, Peer Mentor or Librarian, children get to practise and develop excellent social skills and learn life skills such as perseverance and responsibility. It is their school and so crucial that the children help to maintain and build on the community's productive and happy ethos.

Stickers, notes home, certificates, phone calls on a Friday, 'Winners' Row', visits to the Head or Deputy Headteacher are all successful strategies in our school. Some strategies are used as age appropriate or are teacher's personal favourites but most are consistently used across the school. We review and

discuss regularly so that the reward system consistently fits our school. All adults are encouraged to present stickers and house points, not teachers only.

Teachers' Awards, presented weekly at our Sharing Assembly
Recognition of special individual achievements – Achievements Assembly, which include certificates (academic, sporting, achievements at home or for a hobby etc)
Headteacher's certificates – presented for academic success, achieving personal goals and for when children act as ambassadors for our school (guides for visitors or taking part in sporting tournaments, for example).

Special stickers are awarded by the Lunchtime staff and we also occasionally run other lunchtime systems which the SMSAs lead.

Care and tidiness in our classrooms is carefully monitored by staff and each week, the winning class is awarded a trophy by our premises team, Phil, Lucy and Bert.

We know, from children's and parent feedback that it is very significant for a child to be recognised for an award because it is clear that she or he will have had to work incredibly hard to achieve it! We appreciate the support from parents who reinforce the pride and praise when these achievements are shared.

Appendix 3

Batheaston CEVC Primary School - Our values and aims:

We work with children, parents, staff, governors and the community to:

- Encourage excellence - We enjoy the uniqueness of every child and endeavour to demonstrate to each of them our high expectations. We provide learning opportunities with good levels of challenge and support, informed by a highly professional understanding of children's initial attainment and background factors. Whilst taking into account their individual needs and strengths, we promote the best possible progress of all our pupils.
- Include everyone – We promote an ethos in which every child matters and where relationships are based on respect, honesty and trust. Every strength is recognised and celebrated. Difficulties are shared and discussed, never hidden. At play and in their work, children learn to include and value everyone.
- Live our ethos - We endeavour to create a friendly and democratic atmosphere, where all children are given responsibility for each other's care and happiness, and are encouraged to participate in the running and development of the school.

- Engage in a creative curriculum - To ensure the highest levels of achievement by our children, we provide high quality teaching, via a broad, balanced and meaningful curriculum, which encourages and challenges them to be active, creative, independent and self-critical learners, unafraid of making mistakes. We want our children to be constantly engaged and stimulated by the richest learning opportunities available.
- Communicate effectively - We create a real partnership with parents and carers. Their contribution to the learning process, to the happy learning atmosphere, and to the development of the school, is a very real commitment made by all members of our staff. We aim to keep our whole school community informed of school developments, consulted in changes and involved in our evaluation.
- Build community - We encourage respect for religious and moral values and tolerance of other cultures, religions and way of life. In our work with St John's Church and by providing experiences of wonder, awe and mystery we actively provide spiritual and moral development in line with our Church School foundation. We are committed to listening to the children's voices and promote British Values*, as reflected in our School Charter. Children, staff, parents and governors work together to actively promote and develop our shared vision. In many different ways, we create links with our local, national and global community.
- Protect the future – Children are given every opportunity to understand more about the world they live in. We teach them about the interdependence of individuals, groups and nations and place real importance on the need to value and care for the environment. We prepare children for the next stage of their learning and aim for them to leave Batheaston as happy, fulfilled individuals keen to make a positive contribution to society.

* 'British Values' as defined by the DfE: "*democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*". In our school, these are expressed through Pupil Voice, our School Charter, and our commitment to Inclusion