

Bearwood Primary School



Positive Behaviour Policy

At Bearwood Primary School, we believe that consistent, good behaviour is essential to ensure that effective teaching and learning takes place. It is the responsibility of all staff, children, parents and carers to promote appropriate behaviour.

We believe that our school should be a place where:

- Children and staff feel secure and are happy and healthy.
- Children can learn and teachers can teach without disturbance.
- Children foster a 'Growth Mindset' attitude to promote positive behaviour and learning.
- Positive attitudes are encouraged at all times since children learn better when they are praised and rewarded.
- The whole school community knows, understands, accepts and promotes the following 3 rules:
 1. Be kind
 2. Be respectful
 3. Be ready to learn

Parental involvement is valued and encouraged. Parents should know about our School Rules and of our expectations of high standards of behaviour.

Aims

- To ensure a consistent approach to behaviour throughout school
- To create an environment which encourages and reinforces good behaviour
- To promote self-esteem, self-discipline and positive relationships
- To promote consideration and respect of others within their environment
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure that communication channels are clear and that relevant parties are informed when good or inappropriate behaviour occurs
- To ensure that all members of the school community are good role models for others
- To ensure the safety and well-being of all members of the school community, within a caring and supportive environment

Systems of Praise and Rewards

The praise and reward systems in place have been agreed by staff and include:

- Certificates in assemblies
- Gerald Award
- Praise
- House points

- House point cup
- Stickers
- Designated roles

Consequences

The following consequences are used to manage the behaviour of children who behave inappropriately during learning time:

Each classroom has a traffic light display (Green - Good to Learn/Amber - Time to Think/Red - Consequence) and all of the children's names start the day on green.

Consequences for children who CHOOSE to break the rules will be:

1. Verbal Warning
2. Name moved from the green light to the yellow light. If behaviour improves, it can be returned to green.
3. If negative behaviour continues, the name is moved to the red light.
4. Once on the red light, playtime/ lunchtime can be lost in increments of five minutes and parents will be notified via email/verbal conversation.
5. Children who go on red in the afternoon will have a fresh start the next morning but will lose their playtime for the day before.
6. If negative behaviour continues, the child may be sent to work in another classroom.
7. If negative behaviour continues, the child will be sent to a member of the senior leadership team. Members of the senior leadership team will inform parents via email or verbal conversation

The above is adapted to suit children in the Early Years.

These consequences are progressive but actions which are violent, abusive or endanger others can result in the bypassing of steps.

Every morning will be a fresh start for all children and depending on the age/needs of the children, each afternoon will also be a fresh start.

Once sent to the Headteacher/Deputy Headteacher, the following consequences are used depending on the nature of the incident and age of the child:

1. Complete work in isolation
2. Have lunch in isolation
3. Write a letter of apology
4. Reflection opportunity in designated seating area
5. Removal of privileges.
6. Letter sent home to parent/carers or meeting arranged

7. Fixed term exclusion

If a child has not completed enough learning during a lesson, it is the teacher's responsibility to supervise them at playtime or dinnertime to provide another opportunity to succeed.

The following consequences will be used to manage the behaviour of children who behave inappropriately during breaks and lunchtimes:

If children misbehave during breaktimes then they will work through the following consequences:

1. A verbal warning will be given.
2. KS2 children will spend time in the designated area for reflection. KS1 children will sit on a bench to reflect.
3. Children may be sent to the Headteacher or Deputy Headteacher.
4. If a child is repeatedly sent to the Headteacher or Deputy Headteacher - a letter will be sent home and parents will be invited to make an appointment to come into school to discuss ways of improving the child's behaviour.
5. Occasionally, parents may be asked to take their child home for lunchtime if behaviour is unsafe.

The seating area outside the Headteacher's office can be used for children to serve a consequence for poor behaviour and for children who need somewhere to calm down or remove themselves from potential conflict. At the end of lunch time, incidents of poor behaviour will be reported by Lunchtime Supervisors, Deputy Headteacher or Headteacher to class teachers.

Children are expected to behave in the dinner hall with good manners and etiquette. Those who choose not to conduct themselves properly will eat their lunch with a senior leader or in the designated seating area outside the Headteacher's office.

School Rules

Home/school agreements are signed by parents when children start school, a copy is sent home and a copy retained by school when a child starts school.

At the start of every academic year each class reviews the school rules and class instructions.

We aim to work together as a school and maintain a whole school approach to developing high standards of behaviour. Each member of staff has responsibilities for all children in school and if there is a problem the member of staff involved will deal with the child and take appropriate action (regardless of which class the child is in). It is important for staff to inform each other of any problems or dealings they may have with the children from other classes. On a positive note, it is also policy at Bearwood Primary School for adults to praise children to their class teachers when they see them doing something well or being particularly helpful.

The Governing Body are fully supportive of the staff in the implementation of this policy. They recognise the importance of ensuring the learning environment is appropriate.

Recording

All incidents will be recorded on the pupil chronology form.

Bullying/Racist Incidents

The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see anti-bullying policy). Allegations of bullying are recorded on an incident form and filed in the Incident folder in the Deputy Headteacher's office.

Very occasionally an incident may occur when a child becomes violent or angry. Members of staff only intervene physically to control or restrain children to prevent injury to the child or other children or to prevent the child from causing damage to property. These rare situations will be managed using de-escalation strategies and where necessary, Positive Handling Responses (in line with Team Teach Training). Restraint is only ever used when absolutely necessary and restraint is always reasonable and proportionate to the individual child. The actions of members of staff will always be in the best interests of the child and will be in line with government guidelines on the Use of Force.

All serious incidents will be recorded. When restraint has been necessary such incidents will be recorded electronically and parents will be informed.

In exceptional circumstances, in line with Local Authority guidance on exclusions, a child may receive a fixed term or permanent exclusion. In these rare circumstances, the school will seek advice from the LA and other support services.

See Behaviour Addendum - COVID19

De-escalation Strategies

All staff are trained in the purposeful use of de-escalation and many are trained in Team Teach strategies to manage difficult behaviour. Such strategies include:

- Verbal advice and support
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance

- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Humour

Additional Needs

Where a child has Special Educational Needs or a Disability (SEND), the above sanctions may be modified and supplemented where appropriate. For example, school may put in place:

- a Pastoral Support Programme (PSP)
- an Individual Behaviour Plan (IBP)
- support from the Inclusion Lead
- support from external agencies

School's power to discipline beyond the school gate

All children are expected to behave in a manner which does not threaten the health and safety of other children, staff or members of the general public. This includes the journey to and from school, anywhere off the school premises, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Searching pupils and their possessions

There is now specific legal guidance for confiscating inappropriate items. The head teacher can authorise a search of a child's' outer clothing or their possessions (including bags and lockers) without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct children to turn out their pockets, bag and locker and there will be a consequence if they refuse to do so. A child's possessions can only be searched in the presence of the child and another member of staff.

Confiscated items or unsafe items will be returned to parents at the end of the school day.