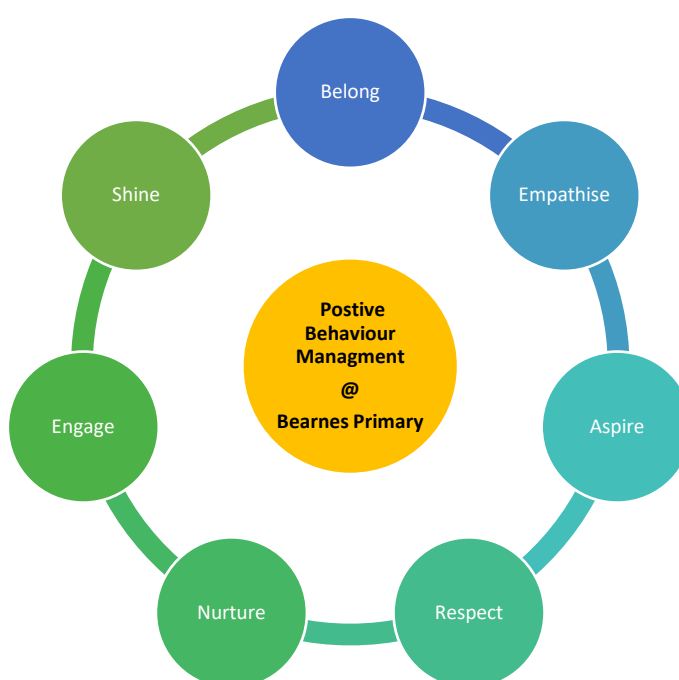


Policy for Positive Behaviour

Bearnes Voluntary Primary School

At Bearnes Voluntary Primary School we strive to give all of our pupils the best education possible and this is built into our core vision and values. We believe this builds a positive culture of learning across our school community. Our relationships with one another, on a daily basis, directly impact upon our community and therefore are held with high regard. At Bearnes we celebrate our successes together and help one another to become citizens who can make well informed choices within our school and local community.



We strive to develop a culture and ethos that will inspire positive behaviour in our school, underpinned by our vision and values. Through our positive behaviour policy, we aim to help pupils develop the values and principles that will enable them to make a full and positive contribution to our wider community and society. Forgiveness and understanding are key features of our approach.

We believe a safe, respectful and caring environment is central to the operation of our school in which pupils can learn and develop as caring and responsible citizens. We place great importance upon being polite and friendly; helpful and kind; on working hard; on looking after each other and our environment. Every pupil has the right to learn and no pupil should have their learning disrupted. We aim to ensure a harmonious school where the rights of individuals are promoted, including wellbeing, participation, relationships and self-esteem (*Unicef key areas of impact, Right of the Child*).

At Bearnes we have 3 very simple rules

The rules are:

- **Do be friendly and respectful**
- **Do try our best**
- **Do make our school a happy place**

When a child misbehaves, we often ask them to reflect on the school rules and identify which rule they have broken. We then discuss ways to avoid this happening again.

To promote excellent behaviour, Bearness Primary School strives to:

- provide a safe, secure, encouraging and supportive atmosphere where every pupil is valued
- nurture pupils towards positive self-confidence and pride as learners, and to help each other to mature both socially and emotionally
- encourage pupils to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices, including through restorative justice.
- secure and inclusive learning environment that supports all individual pupils under the Equality Act 2010
- teach pupils to develop positive friendships, using appropriate strategies, including Circle Time and Lego Therapy, giving support to individuals and groups as necessary
- enable pupils to understand what it means to be a good citizen and to put this into practice at school and in the wider community
- develop, in pupils, an understanding of and respect for the religious, spiritual, moral and cultural values and views of others, and to thoughtfully consider their own
- encourage pupils to appreciate our natural environment and understand the importance of conservation

The school community works to maintain:

- a safe and secure school environment conducive to effective and exciting teaching and learning;
- high expectations of all pupils in all areas of school life including behaviour;
- a fair, consistent, clear and positive approach to discipline from the school;
- positive and productive relationships with all involved in helping the pupil behave well;
- a culture of respect between staff, pupils, parents/carers/guardians, families and the community as a whole;
- the freedom from physical and verbal abuse in and out of school
- that opportunities and guidance is given so that pupils can become more responsible for their own behaviour e.g. circle time, peer mediation, a Thrive style approach

We encourage pupils to:

- develop responsibility for their own behaviour and reflect on their impact on each other
- develop an understanding of the need for responsible behaviour
- develop respect and tolerance for others
- develop positive attitudes
- develop a co-operative and collaborative mind-set
- develop an effective range of strategies for dealing with problems independently, but seeking support where needed

Helping children to behave well

We support our children to behave well by offering:

- consistent classroom routines, approaches and boundaries
- positive relationships
- ensuring our support is age appropriate
- praise and encouragement
- fostering of self-esteem
- teaching the skills of conflict resolution and group work

- high quality teaching – challenging and engaging learning activities
- appropriate and relevant learning opportunities
- quality and access to learning environment
- access to water and fresh air
- giving short breaks in lessons for “brain gym” where appropriate

SCHOOL CODE of CONDUCT

A clear code of acceptable conduct is in operation throughout the school. At the start of each new academic year, each class creates together a class charter (or code of conduct) which breaks down the 6 core behaviours. These are for class and playground, comprising rules which are relevant to the children; are appropriate to the age and stage of development of the child; make behaviours and expectations explicit for fair, respectful and positive learning; promote school values. Rules will be written positively (do/be rather than don't). A colour banded behaviour system is in place in each class where pupils begin on the green and may move up to gold or down to orange or red. See Appendix A & B.

REWARDS

A consistent reward system for positive behaviour is in place throughout the school. Parents will be informed of our celebration of a child's positive behaviour through certificates and verbal communication, as appropriate.

Rewards are given

- ✓ for individual and/or group effort and achievement in learning and behaviour-inline with our 3 school rules
- ✓ for a whole class effort and achievement in learning and behaviour
- ✓ for individual or group behaviour and conduct at play times (break and lunch)

Rewards may include

- ✓ verbal / non-verbal praise
- ✓ stickers
- ✓ house points via Class Dojo
- ✓ certificate for learning (star of the week)
- ✓ certificate for citizenship (Random Act of Kindness award)
- ✓ certificate for positive playtimes (playground award)
- ✓ reward sessions/trips

CELEBRATION ASSEMBLY

Celebration assembly occurs on a weekly basis, led by the Academy Head/Senior Teacher to recognise the achievements of the children at an individual, group and class level. In this time, children are presented with certificates to reward high standards of behaviour, excellent citizenship and positive attitudes to learning. Pupils may also share home achievements through this celebration assembly.

CONSEQUENCES

Consequences will be applied where pupils do not reflect acceptable standards of positive behaviour. Parents will be informed in the early stages to prevent escalation, and work in partnership with the school to help address issues will be encouraged. School will respond in a way that reflects our policy and codes (Appendix A/B) and recognises the needs of the individual. Any behaviour that may result in serious risk to the health and safety of any child or person will be dealt with swiftly.

Sanctions will be issued by members of staff when behaviour is unacceptable, either in school or off school premises, including where it:

1. disrupts teaching
2. disrupts or stops learning from taking place
3. is disrespectful or impolite
4. affects the health, safety and well-being of others

See Appendix A and B (below).

Sanctions reflect the seriousness of the misdemeanour and take into account the pupil's age and individual needs, including:

- non-verbal warning
- verbal warning
- restorative questioning
- reflection time within class or quiet space
- withdrawal from an activity
- incidents recorded on Behaviour Watch
- loss of time at break or lunch to reflect on behaviour or finish work
- parents/carers/guardians informed
- discussion with the Academy Head
- Internal seclusion

Support for a child experiencing prolonged or significant difficulties in managing behaviour may be given through:

- behaviour charts/logs with agreed targets/actions
- parental involvement
- Use of IHH provision
- individual action plans for children with emotional and behavioural issues
- Academy Head involvement
- outside agency involvement, e.g. Early Help

Positive Handling

On rare occasions, it may be necessary to use positive handling strategies to prevent a child hurting themselves, others, or damaging property. Please refer to the Link Academy Trust Positive Handling Policy. Only in extreme cases, it may be necessary to consider a programme of exclusion in line with local authority guidelines.

The school holds that it is essential that all sanctions are fair, consistent and immediate. All sanctions are consistent with our positive approach to behaviour and intrinsically linked to our school ethos and values.

ADDITIONAL COVID-19 MEASURES

Currently, pupils are being asked to follow a series of procedures required to meet the needs of the Covid-19 guidance. This includes using one way systems, staying in bubbles, washing and sanitising hands regularly. We acknowledge that for many of our pupils this adds additional stresses and challenges and may affect their behaviour. If a pupil will not follow the Covid-19 rules parents/carers/guardians will be informed. For some children additional risk assessments may need to be put in place

Appendix A - Class Time Behaviour System Rewards & Consequences

	Sanctions	Rewards
Stage 1	<ul style="list-style-type: none"> • A verbal and/or non-verbal warning is given • Appropriate behaviour is discussed /restorative questioning where appropriate • Pupil responds positively • No further action 	<ul style="list-style-type: none"> • Verbal or non-verbal praise is given • Child's name stays on green
Stage 2	<ul style="list-style-type: none"> • Pupil's behaviour does not improve following a warning • Pupil may be asked to change seat • Behaviour expectations are discussed again/restorative questioning including discussion of consequences with pupil (pupil led) • Teacher may wish to inform parents verbally (school gate/phone call) 	<ul style="list-style-type: none"> • Positive praise is reinforced • Child's name moves up to gold • Sticker and/or house-points, via Class Dojo, are awarded • Teacher may wish to inform parents verbally
Stage 3	<ul style="list-style-type: none"> • Behaviour does not improve • Academy Head may be informed to intervene. In this case, a Behaviour Watch will be updated • Teacher will set up a meeting to inform parents and to discuss ways forward and consequences discussed as part of restorative questioning • Pupil placed on Behaviour Report, 3 targets agreed in meeting for first week. Parents/Carers will need to see staff member at end of day for update and to hand over report card. Continues for one week and decision made in parent/teacher meeting at end of week if report needs to continue. If continuation Academy Head informed and will attend next end of week meeting. 	<ul style="list-style-type: none"> • Name moves above the green to gold • A sticker and/or house point is awarded • Teacher informs parents of their positive behaviour
Stage 4	<ul style="list-style-type: none"> • Academy Head will be informed • Pupil will lose a privilege (immediate, not delayed) • Teacher will add the incident to Behaviour Watch • Parents will be contacted by the Academy Head to discuss strategies to prevent further action. • Parents will be informed of the consequences of Stage 5 	<ul style="list-style-type: none"> • Pupil may go to the Academy Head for praise which will be shared with parents • Further stickers/house points are awarded • Head Teacher award could be given
Stage 5	<ul style="list-style-type: none"> • Internal seclusion • Pupil withdrawn from class to work in seclusion for a period 	<ul style="list-style-type: none"> • Pupil may be chosen for a Celebration certificate to be taken home and named in newsletter: - Star learner –Random

	<ul style="list-style-type: none"> • Parents will be invited in to discuss ways forward with the Academy Head and teacher • Involvement with outside agencies 	Act of Kindness- Playground Award, etc
Exclusion	Head takes decision to exclude and Incident remains on pupil records	
NB: *It may be appropriate to move directly to a higher stage if the behaviour compromises the health, safety and well-being of other children or adults in school. *In the case of repeated incidents over time, a behaviour log may be started at any stage		

Appendix B - Play/Lunch Time Behaviour System & Consequences

	Sanctions	Rewards
Stage 1	<ul style="list-style-type: none"> • MTA discusses appropriate behaviour with pupil / restorative questioning where appropriate • Pupil responds positively • No further action 	<ul style="list-style-type: none"> • Positive praise is given
Stage 2	<ul style="list-style-type: none"> • Pupil does not adjust behaviour • Pupil given time out to cool down; remains on the playground with the MTA or in a quiet, visible spot. Opportunity is given to reflect and return to play/ restorative questioning where appropriate • Teacher informed, including where behaviour was adjusted positively. Teacher may wish to inform parents verbally if helpful 	<ul style="list-style-type: none"> • Lunchtime sticker and/or house point awarded given by MTA or member of staff
Stage 3	<ul style="list-style-type: none"> • For more serious behaviour and/or refusal to respond, the pupil will move inside to cool down (up to 30 minutes depending on the age of the child/children) • Class teacher will have a conversation with the pupil/ restorative questioning where appropriate. Teacher may refer to the Academy Head to review play time privileges. In this case, the Class Teacher to add incident and agreed actions to Behaviour Watch • Class teacher will inform parents and discuss ways forward 	<ul style="list-style-type: none"> • Class teacher informed of good playtime behaviour • Class teacher may inform parent, as appropriate • Sticker and/or house point awarded
Stage 4	<ul style="list-style-type: none"> • For repeated, persistent poor behaviour or where the safety of others has been compromised, the MTA/pupil will report directly to the Academy Head to intervene • Lunch time privileges will be revoked 	<ul style="list-style-type: none"> • Pupil may go to the Academy Head for praise • Further stickers/ house point may be awarded

	<ul style="list-style-type: none"> • Parents will be contacted by the Academy Head to discuss strategies to prevent lunch-time exclusion. • Parents will be informed of Stage 5 consequences • Academy Head will update Behaviour Watch 	<ul style="list-style-type: none"> • Head Teacher certificate could be awarded
Stage 5	<ul style="list-style-type: none"> • Lunchtime exclusion • Short, fixed term lunch-time exclusion from lunchtime between 12.15-1.15pm (Annex R must be done by head beforehand) • Parents requested to come to the school to support Head to deal with the child's behaviour • Further support for external agencies, as appropriate 	<ul style="list-style-type: none"> • Pupil may be chosen for a Playground Award to be awarded in celebration assembly
Exclusion	<ul style="list-style-type: none"> • Academy Head takes decision to exclude • Incident remains on pupil records 	

NB: *It may be appropriate to move directly to a higher stage if the behaviour compromises the health, safety and well-being of other children or adults in school.

*In the case of repeated incidents over time, a behaviour log may be started at any stage