



BURROUGH GREEN C OF E PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY 2015

At Burrough Green CE Primary School the aim of the positive behaviour policy is to ensure a safe and rewarding environment for the education of our pupils and the smooth running of the school. We expect everyone to behave in a polite and thoughtful manner to all members of the school community, maintaining our values and a friendly family approach to education which we are able to pursue as a small school.

As a school we believe in

- Praising more than reprimanding
- Using positive strategies which encourage the pupil to develop appropriate behaviour
- Developing good dispositions and attitudes by increasing the responsibilities given to children as they get older
- Providing constructive feedback to parents
- Using sanctions sensitively and proportionately
- Working together to provide consistency and support

How do we achieve our aims?

- Through all adults in school maintaining high expectations of children's behaviour.
- Through thorough induction arrangements for new staff, including training in behaviour management if necessary.
- Through living our school values: *respect, love, forgiveness, nurture, aspiration, determination, courage, patience, teamwork and confidence.*
- Through our Burrough Green Code displayed in all our classrooms: *I am ready for learning, I allow others to learn, I value myself and others.*
- Through a system of rewards and sanctions.

Rewards

These include: merits awarded by all staff members for good work, attitudes, or behaviour, praise for something well done or well meant, display of work around the school, celebrating examples of good work or behaviour in a weekly 'Celebration Assembly', award of a 'Green Card'. (Appendix 1).

Sanctions

Any behaviour which causes distress to another is unacceptable. Failure to abide by the Burrough Green Code is also unacceptable. Any breaches of the Code will be dealt with by the supervising adult, usually through a simple reminder. If this is

insufficient to correct the behaviour in the classroom we follow a 'Making Up Lost Time' (MULTs) approach, where children will have to complete unfinished work in their own time supervised by their teacher, or parent/carer.

Repetition of poor behaviour outside of the classroom will result in a short spell of 'time out' at the side of the playground. If the behaviour persists the child will be shown a yellow card and this will be passed onto the Headteacher. A red card will follow a serious breach of discipline, or a series of 3 yellow cards in close succession. (appendix 2).

Where exclusion is appropriate see appendix 3.

Breaches of discipline are monitored by the Head Teacher. All staff, therefore, need to report the award of yellow cards, or children for whom MULTs have been applied, as soon as practically possible.

Children with Special Needs

There may be a few individual children whose Special Educational Needs means these procedures are insufficient. They will be supported by tailored programmes designed by the class teacher in consultation with the SENCo. This could include the use of an Individual Education Plan (IEP), or special rewards to motivate good behaviour.

Teachers will communicate the details of such programmes to other staff to ensure continuity and consistency of approach by us all.

Bullying

Bullying may be defined as persistent, deliberate acts that cause distress in order to give a feeling of power, status or other gratification to the aggressor. Bullying takes different forms which are often seen by others; it can be difficult to substantiate as the victim may not say anything about what is happening.

It can range from aggressive body language, through to verbal threats, or suggestions, and physical violence by one or more persons.

Bullying in school is often complicated by being linked to what has gone on in the community. Bullying is a complex social behaviour **found in all walks of life** usually encompassing a wilful conscious desire to hurt, threaten or frighten the recipient.

We will not tolerate bullying by anyone (including adults) in school. Bullying is disruptive to the well-being of those involved, the good education of the pupils at the school and of good order. Burrough Green CE Primary School operates an anti bullying policy which recognises that:

- The best way to confront bullying is for children to trust that their voice can be heard, and that any concerns they raise will be taken seriously. Therefore Burrough Green CE Primary School is a 'telling school' and a 'listening school'. Bullies should not be able to hide in anonymity.

- Employees are in loco parentis while children are at school and therefore have the responsibility for pastoral care as well as curriculum objectives.
- Communication is crucial in preventing bullying and children are given confidence to report incidents. The school has a form for recording any serious breaches of discipline that occur. (Appendix 4)
- Learning about bullying and how to prevent it is part of our Personal, Social and Health curriculum.

Physical Intervention

In rare cases it may be necessary for staff to intervene physically to prevent pupils from hurting themselves; hurting others; or indulging in disruptive or damaging behaviour.

All salaried staff involved in the supervision of pupils at Burrough Green CE Primary, or in their care whilst off the premises, are empowered by the Education and Inspections Act 2006 to use reasonable force in situations such as those outlined above. However physical intervention is only employed as a last resort and never as a punishment.

For greater detail please refer to the school's Physical Intervention Policy

Review

This policy was reviewed in Spring 2015

This policy was ratified by the Health and Well-Being Committee of the Governing Body in Spring 2015

The next review will be in Spring 2018

APPENDIX ONE

Behaviour Card System

Green for good

Children will have their name, and the reason for the award, put onto the green card.

Children awarded a green card by lunchtime staff can then show their teacher, who will add a merit to their merit card.

When a child has completed their merit card this is then converted into a certificate which is presented to the child in 'Celebration Assembly'. The child then earns a house point which is added to the house total.

Yellow for think

Children will have their name put onto a yellow card, with the reason, for bad behaviour or poor attitude. Examples of behaviour that would earn a yellow card include:

- Being impolite, unfriendly, or unhelpful.
- Name calling, or rough play resulting in injury, use of equipment in a way that is likely to lead to damage or injury.
- Continuing to do something they have been asked to stop.

When an individual child has his or her name on the yellow card three times in short succession (e.g. within a week), that name will be transferred to the red card.

Red for stop

When a name appears on this card, the child will receive a sanction as felt appropriate for that child. This will be decided through consultation between the Head and the Class teacher. Parents will receive a verbal communication from Head or Class teacher explaining the reason for a red card being given.

When a child appears on this card three times, he or she will be reported to the Head, who will write to parents to arrange a meeting to discuss their child's behaviour.

Star pupils

These pupils are chosen each term due to their consistently good behaviour, hard work, effort and politeness. They are entitled to wear a star badge for the term.

Non teaching staff i.e. teaching assistants, lunchtime supervisors, will be given a supply of smaller yellow and green cards on which to record names. These need to be handed to class teachers.

Any employee may commend or reprimand any child or class. The appropriate class teacher needs to be informed so that the name can be recorded.



APPENDIX 2 Stepped Procedure for Behaviour Management

Remember: the best way to ensure good behaviour and rewarding relationships is to have a positive approach to children. By listening to them, taking an interest, being a good role-model, having a sense of humour, communicating our expectations in a clear, firm, but fair manner, providing positive choices, and explaining consequences, we can manage 99.9% of our interactions with them without recourse to the 'Stepped Procedure'

In the classroom	Out of the classroom	Serious breaches outside of the classroom RED CARDS
<p>Step 1: Remind children of the value, or the part of the Code they are breaking.</p> <p>Step 2: If they repeat the offence they have their initials written on the board.</p> <p>Step 3: If they repeat this again within the same lesson their name is ticked and they will be placed in MULTs.</p> <p>Step 4: The class teacher will ensure that the child continues work at break times to make up for lost time in class.</p> <p>Step 5: Inform the Head Teacher, who will record this in the Monitoring File</p> <p>Step 6: If the child is in MULTs three times in a week a red card will be awarded.</p>	<p>Step 1: Remind children of the value, or the part of the Code they are breaking.</p> <p>Step 2: If they repeat the offence a short period of time out by the side of the playground will be enforced.</p> <p>Step 3: If they repeat this again a yellow card will be given followed by a further period of time out.</p> <p>Step 4: The class teacher will be informed and the Yellow card passed on to the Head Teacher for monitoring.</p> <p>Step 5: If the child receives 3 yellow cards in a week a red card will be awarded.</p>	<p>This may include; fighting, swearing, or defiance of a reasonable instruction from an adult.</p> <p>Step 1: Remain calm, and you will help to calm the situation. Remove others from the incident to isolate those involved. Ask for help if you can see the situation is not calm.</p> <p>Step 2: Talk to the people involved, and any witnesses, to try to find out what happened and if there is any agreement between the explanations.</p> <p>Step 3: The child/children should be taken to the staff room and their teacher informed. They should remain there until, in the teacher's opinion, they are ready, safe and able to return to the playground.</p> <p>Step 4: Pass the red card to the Head Teacher, who will inform parents.</p> <p>Step 5: If the offence is repeated the Head Teacher will ask parents to come into school to discuss their child's behaviour. An internal playtime exclusion will result for a period to be determined.</p> <p>Step 6: If rewards or sanctions fail to improve the behaviour the Headteacher reserves the right to enact a fixed-term exclusion.</p>

APPENDIX THREE

Breaches of discipline leading to immediate fixed-term exclusion

The following amount to serious breaches of discipline which will, unless the Headteacher considers a different course of action appropriate, result in immediate exclusion:

- * Striking any adult on school premises
- * Swearing at any adult on school premises
- * Violent physical attack on another child
- * Theft of school property
- * Theft from any adult on school premises
- * Theft from another child
- * Persistent defiance towards or refusal to comply with a reasonable request by a member of staff. Exclusion in this instance will only take place after the child has seen the Headteacher and still refuses to comply with the request.
- * Other breaches of discipline where the procedure set out in the previous schedule have been followed and the Headteacher is of the opinion that exclusion of the child is necessary for the smooth running of the school, the safety and good education of the other pupils.

APPENDIX FOUR

Forms for Recording Serious Breaches of Discipline

Draft Letter to Parents and Records of Disciplinary Procedures

Teachers and Lunchtime Supervisors

Report on Serious Breach of Discipline

Date:

Time:

Children involved:

Where did it happen?

Relevant details (e.g. cause if known; who witnessed it?)

Reported to:

Signed:.....

Burrough Green CE Primary School

Dear

I am writing to inform you that _____ has been fighting in school. I am sure that you share my concern and would be grateful if you would make an appointment to see me as soon as possible.

Thank you for your help,

Yours sincerely,

Parents response

Burrough Green CE Primary School