

Positive Behaviour Policy



TOR BRIDGE
PRIMARY

Reviewed September 2020

Tor Bridge Primary School

Positive Behaviour Policy

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the Positive Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- School staff congratulate and praise children;
- School staff give children Team Points: we distribute Tokens to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Tokens will be counted each week by a nominated prefect and are announced during Friday assembly. The nominated prefect will display the totals in the Learning Hub each week. Every three weeks, the house with the highest points will receive a whole team reward such as a mufti day. Lunchtime tokens given and added to lunchtime collection boxes which will be in the learning hub.
- Special Messages Home: we select children in the classroom for special messages home when a child has gone above and beyond within any area of the curriculum including home learning; acts of kindness or exemplary efforts or behaviour.
- Each week we nominate a child from each class to receive the 'Learner of the Week Award'; each week the learner of the week child is selected to share their learning with the AHTs for 'Hot Chocolate Friday'.
- Headteacher's prizes for good behaviour/learning/attitudes;

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.

Approaches for Positive Behaviour;

1. We begin by giving the child 'The Look'
2. Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules
4. Identify the child and put their initials on the board as a visual reminder to them
5. Identify and move the child within the class and place a 'dot' next to their initials on the board
6. When the child receives a dot a short period of break time or lunch time is spent to reflect on the choices made with class teacher
7. Issue a Time Out card and send child to:
 - the relevant Head of Unit
 - alternative Head of Unit

- Miss. Bartlett
- Miss. Rowe
- Mrs. Phillips
- Mr. Meredith

Negative behaviour before school, at play time, at lunch time or after school may result in a 'Red Card' given by the Playworkers or Teaching Assistants; this is then passed on to teaching staff and may lead to an entry on the triangle.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own 'Golden/Classroom Rules', which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

The Golden Rules

These rules are formulated by each individual class at the beginning of the year and reviewed regularly. The Golden Rules are displayed and signed by everyone. They should number approximately 5 and follow the Always/Never format:

- Always** respect other people's property.
- Never** take other people's things.

As a reward for keeping the Golden Rules children have 30 minutes 'Golden Time' each week.

Golden Time

This is free time when the children are able to enjoy constructive activities of their choice. It is lost when home learning or reading has not been completed. This will be discussed and explained to the children.

Support

Just as we support curricular SEND we also support Behavioural SEND. We do this through:

- Children Causing Concern Agenda item in Unit and SLT meetings;
- Referrals to outside agencies (Educational Psychologist /MAST Team);
- Regular Circle Time;
- Individual report cards linked to targets (if necessary);
- Conferencing;
- The Inclusion Review.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This responsibility will be complemented by the additional support staff affiliated to the class group.

The class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All staff treat each child fairly and enforce the Golden Rules consistently. They treat all children with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Multi Agency Support Team (MAST) service.

The class teacher reports to Parents/Carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a Parent/Carer if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified. NB no exclusions will be given (unless the incident is so serious) until support has been put in place for that child.

The Role of Parents/Carers

The school works collaboratively with Parents/Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to the children and we expect Parents/Carers to read these and support them.

We expect Parents/Carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform Parents/Carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, Parents/Carers should support the actions of the school. If Parents/Carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The school and home can work together to monitor a child's behaviour via a behaviour report card (see Appendix 2).

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

ICT and Online Use of Technologies

Strategies for managing unacceptable use of such technologies are clearly stated in the E-Safety policy and Home school Agreement, users are aware of these strategies.

The school acknowledges and celebrates positive use of technology; users understand that the school may take action and intervene, where appropriate, in online incidents that take place at and beyond school. Sanctions are clearly stated in the E-Safety policy and teachers are aware that investigations can take place into E-Safety incidents that have happened outside of school, involving the necessary agencies if appropriate.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the Parents/Carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the Parents/Carers how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Body about any exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body will form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by Parents/Carers and the Local Authority, and consider whether the pupil should be reinstated.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on the red cards that are passed on to the class teacher.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

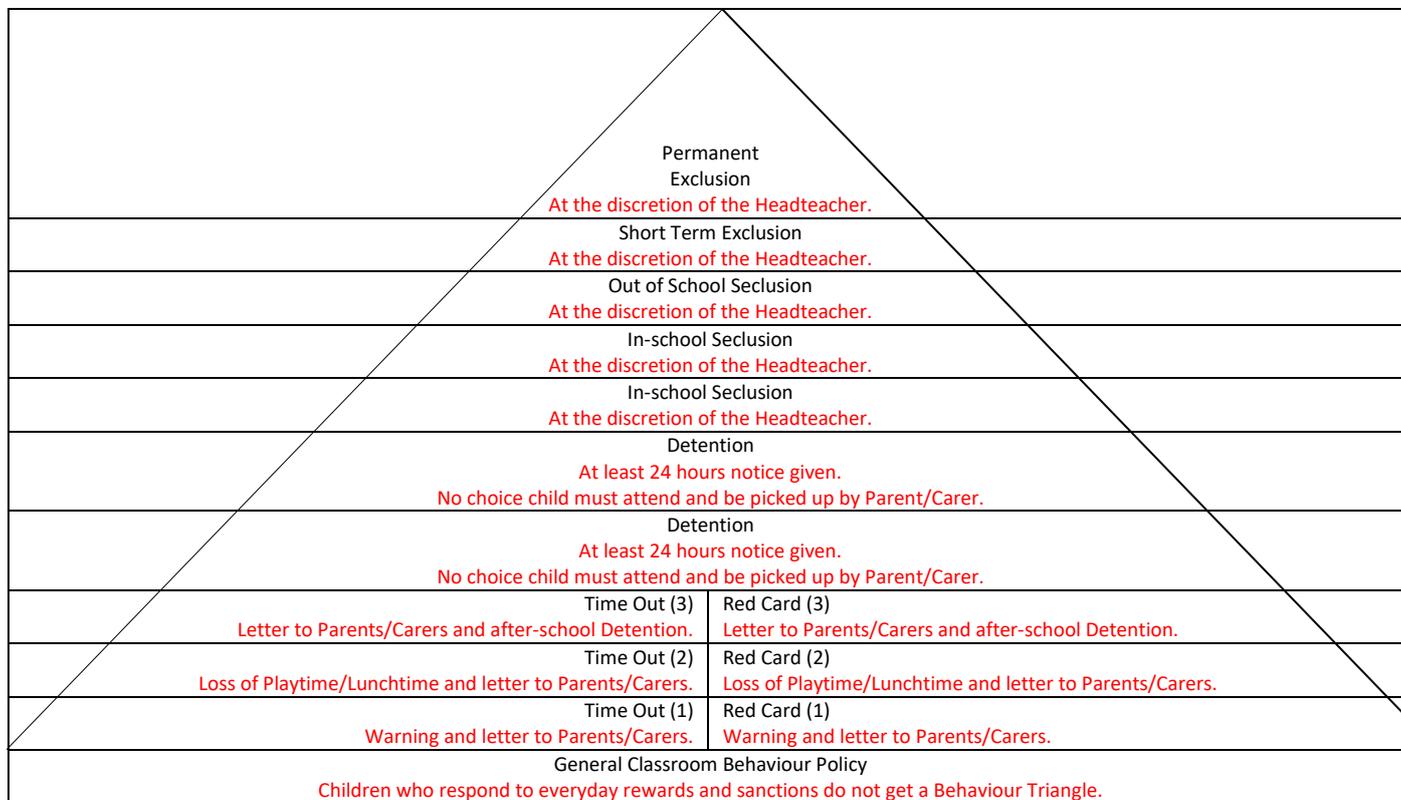
The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1

Dear Parent/Carer

In line with our behaviour policy your child has received a Time Out/Red Card because of his/her behaviour in the classroom/playground today. From this diagram you can see where he/she is on the Behaviour Triangle and the consequence of this.

Behaviour Triangle



Further Actions:

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If you would like to discuss this further, please do not hesitate to contact me on 01752 201177. We would be grateful if you could discuss this with your child to try to ensure they go no further on the triangle.

Please return the slip below to let me know you have received this letter.

Yours sincerely

Mr A Meredith
Executive Headteacher

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I understand my child has been given a Red Card/Time Out Card, I have spoken to them about this matter.

On this occasion I would/would not like the opportunity to come into school to discuss the problem.

Signed (Parent/Carer) Class



Tor Bridge Primary School

Example Report Card

Name:

Dates:

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1				
Lesson 2				
Playtime	Playtime	Playtime	Playtime	Playtime
Lesson 3				
Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
Lesson 4				

- ☺ Good
- ☹ Satisfactory
- ☹ Unsatisfactory

Comments:

Rewards and Sanctions Summary

Rewards

Reward	When Awarded	Awarded For
Team Points	All day, every day!	Positive behaviour/attitudes/work.... Weekly winners receive the 'Team Point Cup' in the Celebration Assembly. A three weekly total will be kept and the winning team for each three weeks will be given a 'Mufti Day or agreed appropriate reward.'. This will be announced.
Special Messages Home	At staff discretion	Positive behaviour/attitudes/learning/going above and beyond in the school community. The post cards can be sent by any staff member and are sent via post to the child's home.
Hot Chocolate Friday	Weekly	The children whom are awarded Learner of the Week are invited to 'HCF' where they can enjoy sharing their learning with the Assistant Headteacher.
Home Learning Champion	Weekly	Three children across the school are awarded with this certificate for going above and beyond with their learning at home.
Golden Time*	Weekly (30 minute session: Friday 2.40pm-3.10pm)	For keeping the Golden/Classroom Rules
Headteacher's Award Certificate	Weekly in Celebration Assembly	Outstanding attitude/learning/behaviour Weekly winners to visit AHT's for 'Hot Chocolate Friday'.
Headteacher's 'Prizes'	When Teachers/Teaching Assistants send children to the HT & by the HT at anytime	Any positive behaviour/manners

No rewards will be withdrawn/taken back once they have been awarded

Sanctions

Sanction	When Used	Details
Loss of Golden Time	When home learning/home reading/effort in classroom learning has not been sufficiently completed.	Children will be supported during their Golden Time to complete their home learning or reading. This time will also be used to support children, if through lack of effort, they have not completed classroom learning.
Behaviour Triangle	Once the Classroom Behaviour Policy has been 'gone through'	<p style="text-align: center;"><u>Classroom Behaviour Policy</u></p> <ol style="list-style-type: none"> 1. We begin by giving the child 'The Look' 2. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child 3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules 4. Identify the child and put their initials on the board as a visual reminder to them 5. Identify and move the child within the class and place a 'dot' next to their initials on the board 6. When the child receives a dot a short period of break time or lunch time is spent to reflect on the choices made with class teacher 7. Issue a Time Out card and send child to: <ul style="list-style-type: none"> • the relevant Head of Unit • alternative Head of Unit <p><u>No children are to be standing outside classrooms please.</u></p> <p>The Head of Unit will liaise with the HT or AHT on an appropriate time to complete the triangle with the child.</p> <p>The AHT will complete this stage in the HT's absence.</p>

A child moves on to the triangle after discussion with HT or AHT. After this discussion the child shades (in red pencil) the relevant section of their triangle. The Time Out/Red Card is stapled to the child's copy of the Behaviour Triangle so that a record of each incident is kept.

A Behaviour Triangle only lasts for the new term in which it is started.

New term (approximately every 6 weeks) = new triangle (if necessary)

All Triangles are kept in 'The Behaviour Triangle Folder' which is stored in the Headteacher's office. 'Old' triangles are stored in a separate folder, these are kept as an evidence base should this be required for referrals etc in the future.

Letters to sent Parents/Carers are sent via post.

Display required in the classrooms please:

1. A3 Triangle on Display
2. Classroom/Golden Rules
3. A3 Behaviour Board

