

# Berriew CP School



# Positive Behaviour Policy

Autumn 2022

## **Overview**

Staff and Governors of Berriew CP School Primary believe that positive behaviour is essential for effective teaching and learning. We also believe that pupils and staff have the right to teach and learn in an environment, which is safe, friendly, peaceful and fair. The school places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences, which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant
- Encouraged to have a voice and listen to others
- Looking after the school

## **Aims of our Positive Behaviour Policy**

This policy exists to provide a framework for supporting the aims of Berriew CP School and ensuring the happiness and learning of every individual in our community. It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

## Encouraging Positive Behaviour

We support positive behaviour and a positive environment through

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example the various School Councils.
- Appreciating and following the agreed Code of Conduct.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences, fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At Berriew CP School, we believe it is vital that positive behaviour is rewarded through our three golden rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

All pupils should be

1. Ready
2. Respectful
3. Safe

## The Rights and Responsibilities of Everyone in Berriew CP School

### OUR PUPILS

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"><li>➤ Be valued as members of the school community</li><li>➤ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</li><li>➤ Make mistakes, and learn from them;</li><li>➤ Be treated fairly, consistently and with respect;</li><li>➤ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li><li>➤ Be taught in a pleasant, well-managed and safe environment;</li><li>➤ Work and play within clearly defined and fairly administered codes of conduct;</li><li>➤ Experience a broad, balanced and creative curriculum, and to have any special learning needs identified and met;</li><li>➤ Develop and extend their interests, talents and abilities.</li></ul>	<ul style="list-style-type: none"><li>➤ Come to school on time suitably equipped for the lessons in the day ahead;</li><li>➤ Respect the views, rights and property of others, and behave safely in and out of class;</li><li>➤ Co-operate in class with the teacher and with their peers;</li><li>➤ Work as hard as they can in class;</li><li>➤ Conform to the conventions of good behaviour and abide by school rules;</li><li>➤ Seek help if they do not understand or are in difficulties;</li><li>➤ Accept ownership for their own behaviour and learning, and to develop the skill of working independently</li></ul>

## OUR STAFF

Staff rights	Staff responsibilities
<ul style="list-style-type: none"> <li>➤ Work in an environment where common courtesies and social conventions are respected;</li> <li>➤ Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>➤ A suitable career structure and opportunities for professional development;</li> <li>➤ Support and advice from senior colleagues and external bodies; Adequate and appropriate accommodation and resources;</li> <li>➤ To be treated with care and dignity from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>➤ Behave in a professional manner at all times;</li> <li>➤ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</li> <li>➤ Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>➤ Listen to the pupils, value their contributions and respect their views;</li> <li>➤ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>➤ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>➤ Share with the parents any concerns they have about their child's progress or development;</li> <li>➤ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>➤ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed.</li> <li>➤ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</li> </ul>

## OUR PARENTS/CARERS

Parents/Carers rights	Parents/Carers responsibilities
<ul style="list-style-type: none"> <li>➤ a safe, well-managed and stimulating environment for their child's education;</li> <li>➤ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</li> <li>➤ be well informed about their child's progress and prospects;</li> <li>➤ be well informed about school rules and procedures;</li> <li>➤ a broad, balanced and creative curriculum for their child;</li> <li>➤ be involved in key decisions about their child's education;</li> <li>➤ A suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ ensure that their child attends school regularly and arrives on time and suitably equipped for the lessons in the day ahead;</li> <li>➤ be aware of school rules and procedures, and encourage their child to abide by them;</li> <li>➤ show interest in their child's classwork where possible,</li> <li>➤ provide suitable facilities for studying at home if necessary;</li> <li>➤ act as positive role models for their child in their relationship with the school;</li> <li>➤ attend planned meetings with teachers and support school functions;</li> <li>➤ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</li> </ul>

## **Rewards**

At Berriew CP School we not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise.

Rewards include the following:

- Verbal praise or written comment in book
- Sticker or stamps
- Class Dojo points
- Star of the Week and certificates. (Presented with a certificate in our Achievements Assembly and their names will appear in the Weekly Newsletter.
- Attendance Rewards half termly in line with the Powys Attendance Traffic Light system
- Certificates at the end of the school year for 100% attendance.
- Head Teacher stickers

## **Sanctions and consequences**

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, at Berriew School we recognise that it may be necessary to employ a number of sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable linked to the golden rules and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to make clear what changes in behaviour are needed to avoid future punishment
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start

Most misdemeanours should be dealt with by the Class Teacher in line with the 'Behaviour Steps - and the 'Ladder of support', which are displayed in the classroom. The following guidance should be adhered when dealing with petty misdemeanours. This will be available to all staff and supply staff visiting the school.

- Involve the Head Teacher when petty misdemeanours become frequent
- Any verbal insolence or defiance should be reported to the Head Teacher.
- Any aggressive behaviour (actual or threatened) should be reported to the Head Teacher.
- Any racist remarks should be addressed and reported to the Head Teacher who will follow the guidance laid out in the Strategic Equality Policy.
- Children being kept in at break time must be supervised.
- Persistent lack of effort by a pupil must be an issue to take up with parents.

### **Actions to be taken by school on minor issues**

- Be given a warning
- Moved to work on own
- Repeat task if appropriate
- Miss an agreed part of their break times
- Continuation of behaviour should involve speaking to parents and informing the Head Teacher.

### **Actions to be taken by school on serious issues**

- Referral to Head Teacher
- Separation from class - 'Time out'
- Class teacher and Head Teacher meeting parents.
- On-going parental involvement
- Removal of privileges (extra-curricular clubs, class visits).
- Specific record/field notes kept of a child's behaviour to use as evidence
- Outside agencies involved e.g. Outreach/Educational Psychologist
- Pupil excluded from lunch (Follow LA Guidelines)
- Pupil temporarily excluded (Follow LA Guidelines) (Outside Agencies involved)
- Permanent exclusion (Follow LA Guidelines).

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The importance of parental involvement is emphasised in the National Behaviour and Attendance Review 2009.

"Involvement and support of parents is essential for the improvement and maintenance of positive behaviour and attendance." National Behaviour and Attendance Review March 2009

### **Playtimes**

We expect that the same school rules apply at play times as during the rest of the school day and the rewards and sanctions laid out in this policy will be enforced. Any issues at play times should be reported to the class teacher in the first instance before contacting the Head Teacher.

### **Pupil Voice**

As a pupil voice, children on the school council aim to raise issues/concerns on behalf of the children in their classes and represent any worries or suggestions that could improve behaviour. School councilors aim to promote the 'Respect' rules of the School and reinforce these in assemblies in given times throughout the year.

### **Concern File**

The above named file is housed in the filing cabinet in the main office and may contain reports of misbehavior. In monitoring the policy, the Head Teacher identifies progress and enables follow-up, making clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. Data from monitoring and feedback, which staff, families, pupils and governors provide to review and update the policy, takes place in the autumn term each year.

### **Expectations**

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind each class has a set of class rules and these are displayed in class along with the consequences for exhibiting poor behavior.

If a child breaks a rule or shows inappropriate behavior then the following steps will be taken:

- First time a pupil breaks a rule...Reminder (attention drawn to rule)
- Second time a pupil breaks a rule... Verbal Warning and child's name moved down the traffic lights from Green to Amber
- Third time a pupil breaks a rule... Pupil's name moved from Amber to Red and child loses five minutes of their next break.
- Fourth time a pupil breaks a rule... ten minutes away from their playtime
- Following sanction child's name moved back to green.
- All pupil start on Green each day.

### **Monitoring and evaluating**

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of all staff in conjunction with the Head Teacher. This Positive Behaviour Policy will be reviewed annually.