

**Birchgrove Primary School**



**Where every child is a star!**

## **Positive Behaviour Policy**

**Chair of Governors: Mrs Christine Salter**

**Headteacher: Mrs S Morgan**

### Aims and expectations

It is a primary aim of Birchgrove Primary 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.

This policy supports the school community to allow everyone to work together in an effective and considerate way and to uphold our school values.

Birchgrove Primary School Shared Values:

We are Honest

We are Respectful

We are Curious

We are Vibrant

We are Brave

We have a number of school rules in Birchgrove Primary School which are underpinned by our values. However, the primary aim of the 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.

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. We do however acknowledge that there may be different considerations required in effectively managing behaviour

in pupils from different protected characteristics such as gender, disability, race and gender reassignment.

Gender - We acknowledge that there may be different challenges experienced between the two genders and that gender may be a motivating or contributory factor to any behavioural issues.

Disability -We acknowledge that pupils with disabilities or ALN may experience different challenges and specific strategies may need to be employed to identify and manage behavioural issues where disabilities and ALN are the underlying root cause.

Race - We acknowledge that racist bullying can have an effect on the behaviour of pupils. Any racist remarks will be investigated, written up and reported to the Headteacher, who is responsible for collating all such incidents in line with recent National Assembly for Wales legislation <https://gov.wales/sites/default/files/publications/2018-03/respecting-others-bullying-around-race-religion-and-culture.pdf>.

Sexual Education / Gender Reassignment - We acknowledge that different challenges are experienced by pupils of different sexual orientation or gender reassignment and that bullying can have an effect on the behaviour of pupils from this protected characteristic.

### School Ethos

Our school rules are underpinned by our five core values: Respect, Honesty, Brave, Curious and Vibrant. The fundamental principle of our School Behaviour Policy is to foster good relationships and self discipline but key school rules assist the development of day to day procedures which are understood by all.

Our agreed school rules:

- Be kind, look after one another and be polite to each other.
- Look after our possessions and respect the property of others in the school.
- Walk quietly and sensibly around the school, acting with care and consideration.
- Listen to what other people have to say and speak politely to each other.
- Play safely and consider others in the playground.

We actively engage parents to support us to uphold these rules and values, encouraging them to play an active part in promoting their child's welfare and behaviour.

### Behaviour Management Team

Members of staff volunteer each year to be part of the Behaviour Management Team. This is made up of a representative from all areas of the school including SLT, teachers, TAs, admin staff and midday supervisors. The team offer other members of staff an opportunity to discuss individual cases of behaviour, support decision making and meetings with parents if needed. Staff will use the behaviour management team to ensure fairness and consistency is offered to children across the school.

### Rewards

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 play a significant part in our Behaviour Policy. Praise and encouragement are the cornerstones of our framework.

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





- Teachers congratulate children and give out raffle tickets for individual and group successes. Prizes for these raffles are chosen by individual classes in line with the wishes of the class members;
- Special stickers in pupils books and worn by the children emphasise good behaviour, effort, care and sensitivity to others;
- Headteacher's stickers are awarded for excellence in work, behaviour and attitude;
- Each week a child from each class is awarded the Achievers' Star. This may be awarded for demonstrating positive attitudes to learning, upholding and positively representing one or more of our school values, using key learning tools such as Habits of Mind or Growth Mindset successfully or producing some exceptional work within a given area of learning experience.

All children attend an Achievers Assembly on Friday afternoon. Children in Reception take home a certificate and Smartie Bear or Tutti Frutti to look after for the weekend, they can document their adventures if they wish and dress them up how they choose. Children in Year 1 and 2 take home a certificate and a teddy to look after. Pupils in Key Stage 2 take home a certificate and a star trophy. Class teachers record the successes and aim to ensure that each child has the opportunity to be recognised and celebrated for their achievements in this way.





- Some children have individual behaviour charts where they collect stickers/marks to gain an individual reward. This is seen as a short-term solution to challenging behaviour and is put in place with the support and cooperation of the parents. Information is shared with parents and strategies are revisited and revised where necessary to ensure the child is supported to succeed.

### Sanctions

There will be times when a child's behaviour is not appropriate. Children need to discover where the bounds of acceptable behaviour lie. A Behaviour Policy must state these boundaries clearly. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. School have adopted a tiered approach to behaviour and sanctions which are clearly outlined in our 'Colours of Behaviour' chart. Each level of escalated behaviour has a corresponding level of sanction.

			
Green	Yellow	Orange	Red
Safe Responsible and Respectful Choices	<ul style="list-style-type: none"> <li>• Acting angry</li> <li>• Interrupting</li> <li>• Showing frustration inappropriately</li> <li>• Negative actions or words</li> <li>• Not cooperating</li> <li>• Being unkind to others</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Disrespect through words or actions</li> <li>• Not following school rules</li> <li>• Inappropriate language</li> <li>• Dishonesty</li> <li>• <b>Repeated Yellow behaviours</b></li> </ul>	<ul style="list-style-type: none"> <li>• Harassment</li> <li>• Stealing</li> <li>• Vandalism</li> <li>• Weapons</li> <li>• Threatening behaviours</li> <li>• Violence</li> <li>• Leaving the premises</li> <li>• <b>Repeated Orange behaviours</b></li> </ul>

Each sanction is employed appropriately to each individual situation. Often the sanction deemed best suited is chosen by the class teacher along with the child. In cases where this is not possible teachers may discuss individual cases with a member of the Behaviour Management Team. This will be an opportunity to discuss escalations, patterns, strategies and external factors associated with a child's behaviour. Teacher's behaviour logs will guide this discussion and provide a solid basis for discussion with parents where necessary.

			
Green	Yellow	Orange	Red
Praise from staff Recognition in assembly Responsibilities Respect Raffle tickets Rewards Feeling proud of yourself!	<ul style="list-style-type: none"> <li>• Moving spaces in class</li> <li>• Completing work again</li> <li>• Discussion with class teacher</li> <li>• Miss a playtime or lunchtime</li> <li>• <b>Behaviour logged and tracked</b></li> </ul>	<ul style="list-style-type: none"> <li>• Move to work in the parallel class</li> <li>• Miss a number of playtimes or lunchtimes</li> <li>• Responsibilities / privileges withdrawn for a set period of time</li> <li>• Discussion with a member of Behaviour Management Team</li> <li>• Phone call home</li> <li>• ELSA activities</li> <li>• Any appropriate yellow consequences</li> <li>• <b>Behaviour logged and tracked</b></li> </ul>	<ul style="list-style-type: none"> <li>• Removal from class, supported by member of SLT</li> <li>• Meeting with parents, headteacher, class teacher and other staff involved including PCSO where appropriate</li> <li>• Responsibilities / privileges withdrawn permanently</li> <li>• Any appropriate orange consequences</li> <li>• <b>Behaviour logged and tracked</b></li> </ul>

### Actions to be taken

In school we take a restorative approach to managing behaviour. Where possible we aim to educate children about their mistakes rather than employ punitive punishments.

The normal range of sanctions include a verbal reminder of expected behaviour, loss of free time, privileges and responsibilities and letter of apology. In addition to this for more serious or repetitive incidents sanctions include:

- 'Time in' with parallel class,

- Incident logged by class teacher. Repeated logs on behaviour chart will warrant orange or red sanctions including speaking with a member of the Behaviour Management Team, the headteacher and/or parents,
- Setting up of Individual Behaviour Plan,
- Pupils excluded at lunchtimes for a fixed period– for repeated poor behaviour during lunchtime,
- Replacing school or pupil property if damaged by deliberate actions,
- Any fixed penalty exclusions will follow LEA guidelines.

### Lunchtime Supervision

At lunchtime supervision is carried out by a team of teaching assistants and midday supervisors. The midday supervisors can refer to the Headteacher, deputy Headteacher or member of the Behaviour Management Team if necessary.

The midday supervisors and teaching assistants are expected to maintain good behaviour in the dinner hall and on the playground. Usually this consists of reminding children of the standard of behaviour expected. The supervisors must be treated with the respect expected by all adults at school. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher, Deputy Headteacher or member of the Behaviour Management Team. Behaviour will be logged by the class teacher and relevant sanctions will be employed from the 'Colours of Behaviour' chart. Minor breaches of behaviour will be handled by the class teacher in a supportive and fair way with some flexibility regarding the age of the child and taking in to consideration any protected characteristics outlined previously.

The class teacher discusses the school rules with each class. In addition opportunities will be taken through assembly times to promote school rules and classroom 'Hotspots' will be highlighted to focus attention on positive behaviour. 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 takes the opportunity to discuss these with the whole class during 'circle time' where necessary.

### Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, if a child is in danger of hurting him/herself, damaging property or engaging in behaviour prejudicial to good order. The actions that we take are in line with government guidelines on the restraint of children.

Reasonable force will only be used when all other strategies have failed to defuse or calm the situation. A calm and measured approach is required and staff should not give the impression that they have lost their temper. Staff should always summon help quickly.

Staff must not:

- Hold a child or young person around the neck or by the collar or in any other way that might restrict the ability to breathe;
- Physically assault, slap, punch, kick or strike a child or young person.
- Twist or force limbs against a joint;
- Hold or touch a child or young person in a way that might be considered indecent.

Many staff have received training from Team Teach in safe ways to hold and support children when they are behaving in an unsafe manner. Staff who are not confident in these approaches or who are unable to carry out these actions as a result of injury, pregnancy or other protected characteristics, will summon support from a member of the Behaviour Management Team, Deputy Headteacher or Headteacher immediately. Their care and consideration should be with the remainder of the children ensuring that they are escorted away from challenging or unsafe behaviour.

### Recording Incidents of intervention

Immediately following an incident when reasonable force has been used it should be reported orally to the Headteacher. A written report should be made as soon as possible after this to prevent misunderstanding or misrepresentation. The report should contain the following information: The



name of the pupil involved, when and where the incident took place, names of any other staff and pupils who witnessed the incident, the reason why a degree of force was necessary, how the incident arose, progressed, including details of pupil behaviour, what was said, the steps taken to diffuse the situation, the degree of force used and for how long, the pupil's response and the outcome, the details of any injury suffered by the pupil, other pupils or members of staff and of any damage to property. The class teacher, Behaviour Management Team or Headteacher will inform parents by the end of the school day.

#### The role of the class teacher in our Behaviour Policy

Well organised, purposeful teaching is an integral part of our Behaviour Policy. Well-motivated children are far less likely to exhibit disruptive behaviour. Groupings of pupils, matching work to pupil's abilities, a positive classroom ethos, exemplification of standards expected role-modelled by class teacher are powerful aids in raising standards. 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.

The class teachers 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. The class teacher treats each child fairly and enforces the school rules and values consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the incident log. Opportunities are taken to recognise behaviour as a means of communication and attempt to unpick challenges faced by individual children which may impact on their behaviour in the classroom.

In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues the class teacher seeks help and advice from the Headteacher, Deputy Headteacher or member of the Behaviour Management Team. The class teacher liaises with these members of staff as necessary, to support and guide the progress of each child. The class teacher may set up an Individual Behaviour Plan, which is discussed and agreed with parents/carers/guardians.

#### 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. Major breaches of discipline include physical assault, deliberate damage to property, stealing, verbal abuse, racist incidents and refusal to conform to reasonable requests.

The Headteacher has the responsibility for giving fixed-term suspensions 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.

#### Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher as to future conduct
- Withdrawal from classroom for fixed periods.
- A letter to parents informing them of the problem
- A meeting with parents, and information given about the next stage unless there is an improvement in the child's behaviour. IBP drafted and monitored.
- A TAC meeting involving parents and support agencies – Personal Support Plan drafted, agreed and reviewed at agreed intervals – could include restricted timetable/alternative provision.
- The IDP process may be considered at this stage
- If the problem is severe or recurring then exclusion procedures will be considered after consultation with the Governing Body
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right to appeal to the Governing Body against any decision to exclude

#### The role of parents/carers/guardians

*NB - for the purpose of this policy we use the term 'parents' to mean those with parental responsibility for children in school. This may be in the form of a foster carer, legal guardian, familial carer, social worker. Children Looked After will have their protected characteristic acknowledged and respected at all times. Every opportunity will be taken to ensure all parties involved in the care and support of children will be informed of challenging or unsafe behaviour. However, initial discussions will be directed towards adults with whom the child lives for the majority of the time. In the case of separated parents, school relies on communication between the two parties regarding school related incidents and encourage open lines of communication and equal support regarding implementing positive behaviours.*

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and encourage parents to support these, recognising that learning and teaching cannot take place without a sound behaviour policy. We expect parents to support their child's learning, and to co-operate with the school to promote positive attitudes and behaviours. We aim to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions with a child, we seek the parents' support. If parents 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 a member of the Behaviour Management Team, Deputy Headteacher or Headteacher. If these discussions cannot resolve the problem, parents may contact school governors or a formal grievance or appeal process can be implemented.

### The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of 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 policy, but governors may give advice to the Headteacher about particular issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### Fixed-term and permanent exclusions

Pupil exclusions will be rare and will only be used as a last resort when all other sanctions available to the school have failed to secure improvement. 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, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

### Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She 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 poor behaviour choices. The class teacher records all classroom incidents in their Behaviour Log they also take note of discussions with midday supervisors of poor behaviour at lunchtimes. This is used to ascertain patterns of behaviour and modify strategies to support individual children. The Headteacher records those incidents where a child is sent to her on account of poor behaviour choices. The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. To date there has been none. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

The governing body reviews this policy as part of the school cycle. They 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.