



# Positive Behaviour Policy

January 2012

## Developing Positive Behaviour

Bearwood Primary School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self discipline.

At Bearwood great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour at Bearwood Primary School, where the Governing body, staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition it sets out the consequences for misbehaviour, should it arise.

This policy should be read in conjunction with:

- The Anti-Bullying Policy
- Personal, Social and Health Policy
- Inclusion Policy

### Aims of the Positive Behaviour Policy

1. 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.
2. To create an environment which encourages and reinforces good behaviour
3. To define acceptable standards of behaviour.
4. To encourage consistency of response to both positive and unacceptable behaviour.
5. To promote self esteem, self discipline and positive relationships.
6. To ensure that the school's expectations and strategies are widely known and understood.
7. That every member of the school community behaves in a considerate way towards others.
8. To foster an environment in which everyone feels safe, secure and respected.

## School Ethos

Bearwood believes that all children regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment which promotes equal learning opportunities, and respect for diversity.

As a school we fully embrace the Every Child Matters Agenda and have high regard for children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well being. We foster an environment in which everyone feels safe, secure and respected, so that we can all achieve our aspirations.

## How we will achieve our aims?

Praise and reward is the key to creating a positive atmosphere where the children have the opportunity to succeed.

- Following our Golden Rules
- A Code of Conduct
- A praise and reward system
- Adult example
- Personal, Social, Health Education, including SEAL
- Circle Time

At all times the children will be encouraged to be reflective and to evaluate their own behaviour. They will plan strategies to achieve the desired behaviour.

## Our Golden Rules

Our Golden Rules are our agreed rules for behaviour and highlight our expectations and beliefs. In addition to these a small number of classroom rules will be discussed and agreed with the children.

Our Golden Rules will be displayed in all classrooms and in prominent places around the school. Staff will refer to them when dealing with both appropriate and inappropriate behaviour.

**We respect ourselves, others and the school**

**We are responsible for our own choices and actions**

**We always do our best in school to learn**

**We keep ourselves and others safe**

**We listen carefully, answer politely and do as we are asked first time**

## The Curriculum and Learning

We believe an exciting, experience based, competence led curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress matters.

## Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.



Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work. Circumstances should be handled sensitively and dealt with in a way appropriate to the situation.



## Rewards

The best and most successful approach to creating a positive ethos is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure children know that their effort and achievement is recognized and valued, they will be rewarded through a range of possibilities. These are not hierarchical.

1. Verbal Praise
2. Stickers (For Key Stage 2, 1 sticker = 1 tick on merit card)
3. Teacher praise note
4. Wall of achievement for weekly Achievement nominations
5. Post card home
6. Head teacher's certificate

### Class reward systems

As well as acknowledging and celebrating individual efforts and successes, pupils are encouraged to work collaboratively as a class.

Marbles – A full jar of marbles equals extra play either outside or golden time.



## Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a positive outcome. Consequences of inappropriate behaviour may be:

1. Reminder of appropriate behaviour by class teacher or other adult working in school and name taken. FS and KS1 children to be placed on sad face for short period.
2. Warning
3. Isolation in classroom
4. Isolation in partner class
5. Sent to phase leader and message home
6. Sent to Head or Deputy

Any consequences will be recorded on the class behaviour sheet

### **Severe Behaviour Clause**

NB: A Zero Tolerance policy will be adopted in very serious situations of unacceptable behaviour (swearing, violence, complete disobedience or lack of control) pupils will be sent immediately to the Head or Deputy and parents will be contacted.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

The child will be asked to think about what he/she has done wrong, what other choices could have been made and where appropriate, write a letter of apology.

Please remember that we will always try to be fair.

If there is a problem, the children involved will have the opportunity to offer an explanation.

All classes will have the consequences displayed in the classroom to be able to refer to.

### **Exclusions**

**The school adheres to Sandwell's Good Practice Guide**

**See Appendix 1 "Exclusions Good Practice Guide"**

## Lunchtime Behaviour

Pupils are expected to maintain equally high standards of behaviour at lunchtime as during the rest of the school day and to respond to directions from lunchtime supervisors in the same manner as any other adult in school. The Golden Rules and the Code of Conduct apply at lunchtime too!

### Lunchtime Rewards



Verbal Praise

Sticker

Lunchtime Certificate

### Lunchtime Consequences



Verbal Warning

Spoken to by Senior Supervisory Assistant

Sent to Head or Deputy

Loss of lunchtime play (organised by Head or Deputy)



## Developing Positive Behaviour

### Staff will

- provide a consistent approach across the school;
- model appropriate behaviour;
- promote honesty and courtesy by example;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- show appreciation of the efforts and contributions of all;
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- follow the agreed behaviour policy and support each other in doing so;
- sign the Home-School agreement and agree to follow the school's expectations.

### Children will

- treat others as they would like to be treated;
- respect others regardless of age, gender, race, ability and disability;
- accept responsibility for their own choices
- follow the Golden Rules and the Code of Conduct
- support their peers by modelling appropriate behaviour expectation;
- work collaboratively within their team;
- sign the Home-School agreement and agree to follow the school's expectations.

### Parents will

- support the school so children receive consistent messages about how to behave at home and school;
- support and encourage their child's learning;

- inform the class teacher should any concerns arise about behaviour;
- ensure that children have the correct uniform and resources in school;
- sign the Home-School agreement and agree to follow the school's expectations.

The Headteacher will

- implement the school behaviour policy consistently throughout the school;
- will report to governors on the effectiveness of the policy;
- ensure the health, safety and welfare of all children in the school;
- celebrate examples of exemplary behaviour with the whole school;
- support the staff in implementing the behaviour policy;
- keep records of all reports of incidents of serious misconduct with action taken;
- lead on dealing with serious unacceptable behaviour;
- notify governors as necessary of any incidents of serious misbehaviour with action to be taken;
- sign the Home-School agreement and agree to follow the school's expectations.

## Code of Conduct

Wear school uniform with pride

Wear no jewellery except a small pair of stud earrings or a religious bangle

Walk around school

Line up sensibly

Bring only healthy snacks to school

Do not bring chewing gum or mobile phones to school.





# Exclusions :

## Good Practice Guide

There are three types of exclusion that School's can use as a sanction :

### **1. Lunchtime Exclusions.**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger Governor meetings \* so that parents can make representations if required. These exclusions are not effected by the new regulations on providing pupils with education from the sixth day of their exclusions. Taking into account the child's age and vulnerability, the Head Teacher should ensure that a parent / carer has been contacted and is available to collect the pupil and supervise during the lunchtime exclusion.

Free School meal entitlement must be honoured.

A Lunchtime exclusion for an indefinite period, like any other exclusion, would not be lawful. The Guidance suggests that this strategy should not be used for long periods of time e.g. for not longer than a week.

### **2. Fixed Term Exclusions**

A decision to exclude a pupil for a fixed period should be taken, on the balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the School following an exclusion. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

A School can do fixed term exclusions for a maximum of 45 days in one academic year. When a pupil is given a fixed period exclusion for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the exclusion.

When a pupil receives three fixed term exclusions in one term this should trigger a CAF (Common Assessment Framework) which could then lead to a TAC (Team Around the Child) meeting.

When a pupil has received fifteen days exclusions in one term this should then be presented to the Governors for them to review the case \*. Both of these measures are used as a strategy to prevent a permanent exclusion.

Full time education must be provided from the first day for “Children in Care” (i.e. “Looked after Children”).

Primary Schools must arrange reintegration meetings for all pupils following a fixed term exclusion. Return to School cannot be delayed if a parent is unable or unwilling to attend this meeting.

Examples of behaviour types that warrant a fixed term exclusion :

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 – 3 Days
Verbal abuse to staff / pupils / others	1 Day
Racial abuse to staff / pupils / others	1 Day
Bullying – physical / verbal	1+ Day
Physical abuse to staff / pupils / others	1+ Day
Sexually inappropriate behaviour	To be determined
Theft	1 – 3 Days
Vandalism	1 – 3 Days
Extortion	1 – 3 Days
Threatening behaviour	1 – 3 Days
Setting off Fire Alarm	1 – 3 Days

This table is a guide only and draws on current practices in Sandwell Primary Schools. The number of days given to the pupil is at the discretion of the Head Teacher (or Acting Head Teacher).

The days illustrated above are a guideline only and longer exclusions (including permanent exclusions) may be implemented depending on the severity of the offence.

Guidance in relation to representation from parents / carers :

If total is 5 school days or less	Governors do not have to meet but it is good practice to do so.
If total is 5 1/2 school days or more	Parents have the right to put case to Governors – they are able to remove the fixed term exclusion from the pupil’s school record if appropriate.
Exclusions that total 15 school days or more in one term *.	Governors should review the pupil’s case.

## **2. Permanent Exclusion.**

The decision to permanently exclude can only be made by the Head Teacher (or Deputy Head Teacher if Head Teacher is not on site). A decision to exclude a pupil permanently should be taken only :

- a) in response to serious breaches of the school’s behaviour policy: and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term exclusion in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term exclusion. However, full time education must be provided from the first day for “Children in Care” (i.e. “Looked after Children”). In such cases, letters sent to parents/carers need to indicate that a permanent exclusion might be the outcome of these investigations.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a “one off” incident – these could be :



- 1) Serious actual or threatened violence against another pupil or member of staff :
- 2) Sexual assault / abuse :
- 3) Supplying an illegal drug:
- 4) Carrying an offensive weapon

When a pupil is involved in a criminal activity the School should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision. (See Improving Behaviour & Attendance : Guidance on exclusion for Schools & PRU's : September 2008 – Part 6 – Police involvement and parallel criminal proceedings).

Once the Head Teacher has made the decision to permanently exclude a pupil they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for “Children in Care”).

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following :

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so
- The arrangements that have been made enabling the pupil to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion . (15 school days from date of the permanent exclusion letter).
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education)

Within one school day the Head Teacher must inform the governing body and the Local Authority of **permanent exclusions**. If the pupil lives outside the local authority where the school is located then

the “home” local authority need to be advised in order from them to provide the statutory Day 6 provision.

The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to Minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting.

Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

**Useful Contacts:**

Advisory Centre for Education (ACE)	0808 800 0327
Sandwell Parent Partnership	(0121) 524 8017
Sandwell – Exclusions Team	(0121) 569 8345 – Clare Burgess (0121) 569 8473 – Linda Shore (0121) 569 8335 – Lynda Hanson (0121) 569 8231 – Lorna Campbell (0121) 569 8467 – Lyn Nicholas

