

Positive Behaviour Policy

The Bythams Primary School



Positive Behaviour Policy

Purpose

The purpose of this policy is to:

- *To enable all to reach their highest potential in social, physical and intellectual development*
- *To create a centre of excellence at the heart of the community*

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents are dealt with promptly and firmly.

Relationship to other policies

This policy is linked to the drugs, teaching and learning, and equality policies, and the home-school agreement.

Roles and responsibilities of headteacher, other staff, governors

The headteacher is responsible for ensuring that this policy is implemented and for reporting to governors on its impact.

What we do if your child misbehaves

We ask them to stop misbehaving, reminding them of what behaviour we expect and this is usually sufficient.

Pupils are given three warnings if they are off task. The first is a verbal warning. The second is initials in the behaviour book. The third time the child misses 10 minutes of their next playtime. Pupils may be placed on an individual behaviour report, or chart, with targets to aim for in each session. Observation books are kept in class to keep a record of this. Individual books may be kept for recording behaviour of particularly challenging pupils. If this behaviour is continued then parents will be contacted, informing them of the concern caused by the behaviour. If there is still no improvement parents will be invited in to discuss their child's behaviour.

For more serious incidents children are given the opportunity to choose a classmate and a good role model to talk through the incident and agree on how it could have been avoided. Where possible, we encourage children to try to resolve disagreements themselves and to take responsibility for their own behaviour. Any pupil leaving the premises without permission will spend 5 minutes discussing this

with an adult. If this behaviour continues then we place pupils on report, contact parents and involve senior staff at school.

Children's responsibilities are:

1. To work to the best of their abilities and allow others to do the same.
2. To treat others politely and with respect.
3. To follow the instructions of the school staff.
4. To take care of property and the environment in and out of school.
5. To co-operate with other children and adults.
6. To move gently and quietly about the school, keeping to the left.
7. To always try to understand other people's point of view.
8. To be prepared to listen to others.

Staff (and other adults working the school) responsibilities are:

1. To treat all children fairly and with respect.
2. To raise children's self-esteem and develop their full potential.
3. To provide a challenging creative, interesting and relevant curriculum.
4. To create a safe and pleasant environment, physically and emotionally.
5. To use rules, rewards and sanctions clearly and consistently.
6. To be a good role model.
7. To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
8. To recognise that each child is an individual and be aware of their needs.
9. To offer a structured framework for social, cultural and moral education.

Parents' / Carers responsibilities are:

1. To make children aware of appropriate behaviour.
2. To encourage independence and self-discipline.
3. To show an interest in all that their child does in school.
4. To foster good relationships with the school.
5. To support the school in the implementation of this policy.
6. To be aware of the school rules and expectations.

The headteacher and staff apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

- Ensure that pupils are recognised as individuals and their strengths are celebrated
- Ensure that reward systems (housepoints, stickers, celebration certificates) are given fairly and without prejudice
- That positive rewards are used as the means to securing effective discipline and good behaviour

- Where necessary impose sanctions, such as the loss of free time after a warning has been issued
- Communicate effectively with parents and carers regarding instances of positive and negative behaviour

Bullying

The above procedure is also used in situations where there is a concern that the actions of one or more children may be felt to involve bullying. This usually resolves the problems. In the few cases where this is not sufficient the parents of all those involved are informed of the situation and how we intend to resolve it. Children are encouraged to speak to either an adult or another child in school if they witness an incident where a child is distressed by the actions of others. If children go home with any concerns regarding either themselves or another child then we encourage parents to let us know. By dealing with the minor issues it often prevents more serious situations building up.

Pupils are consulted fully when rules are being decided and are expected to observe them.

The governing body will establish a Pupil Discipline Committee of three or five members (As part of the Pupil Welfare Committee) and ensure that they receive training to fulfil their role.

The committee will have regard to any guidance given by the Secretary of State.

For exclusions the committee seeks advice on current legislation relating to the exclusion of pupils.

Arrangements for monitoring and evaluation

The governing body evaluates the impact of this policy by receiving data from the headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- instances of bullying and action taken
- support provided for the victims.

Prior to any review of the policy, feedback is sought from the school council, staff and parents on the effectiveness of the policy. The governor monitoring this policy will visit the school at different times of the day and report to the Pupil Welfare Committee.