

Broom Valley Community School



We dare to dream big

Policy

**Positive
Behaviour**

Sept 2016

Positive Behaviour Policy			
Review Frequency	2 Years	Review Date	September 2018
GB Committee Responsible	Full Governing Body	Staff Responsible	Sarah Lloyd
GB Ratification Date	18 October 2016	Website	Yes

Promoting Positive Behaviour Policy

This policy is intended to clarify the ways in which we promote positive behaviour. We acknowledge that we need to work with integrity with all members of our school community. We need to share together the highest expectations of, and for, our children. Caring and positive relationships, that are modelled consistently, and the upholding of firm and fair boundaries, creates a climate of positivity, high expectation and quality learning. We will accept no less.

Our Vision and Values

At Broom Valley Community School we dare to dream big!

By 2018, we aim to have created a learning-centred school that nurtures the talents of all its children, with all systems focused on meeting our core purpose: **to remove limits and inspire confident learners who will go on to thrive in a world that is ever changing.** In order to achieve this, we will continue to develop our curriculum so that it challenges; ignites a joy for learning and enables children to develop the personal and learning skills that will help them become successful and independent learners for life. We will continue to provide a healthy and happy school where everyone feels safe to learn. We will strive to take our place at the heart of our local community whilst embracing a broader global view. As a school community, we will ensure that all learning and teaching is informed by the best of research-based practice from within school and beyond. We will embrace the challenge of change with enthusiasm and commitment. We will grow our understanding of how we can affect the future of the world in which we live. We will value **kindness, respect, integrity** and **endeavour.**

Aims

This policy reflects our commitment to ensuring that every member of our school community is clear about the behaviour that is expected to support the school's vision. We will:

- value and appreciate one another and the role each plays in our school.
- enable our children to develop a sense of self-worth.
- promote, at all times, an environment where every child feels safe, secure and respected.

Rights, rules and responsibilities

Central to our Promoting Positive Behaviour policy are clearly identified rights, rules and responsibilities.

Rights

Every child has the following rights:

- To be and feel safe, healthy and happy.
- To be treated with respect, dignity and equality.
- To be taught and to learn.

School Rule

We are always in the right place, at the right time, doing the right thing!

Responsibilities

Pupils

With rights go responsibilities; good behaviour is expected from every child so that good learning can take place. It is the responsibility of pupils to **make good choices** at all times. We expect them to:

- Take pride in themselves and their learning.
- Respect school property and the property of others.
- Listen and respect others right to listen.
- Show mutual respect and tolerance towards all members of the school community regardless of their cultural background
- Be polite, kind and helpful towards each other.
- Conduct themselves in a safe and sensible manner at all times.

The Headteacher

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It is the responsibility of the Headteacher to:

- Support all staff in implementing this policy and to set the standards of behaviour.
- Maintain accurate and clear records.
- Ensure this policy is implemented consistently and report on its effectiveness to the Board of Governors.
- Issue 'fixed' term exclusions (Notify governors)
- Permanently exclude a child (Notify governors)

Teachers

It is the responsibility of the teacher, within his/her own class and around school, to:

- Establish organised and accessible learning spaces.
- Establish clear class routines.
- Understand the uniqueness of every child.
- Plan engaging, challenging learning opportunities for all.
- Praise children; making explicit why.
- Follow the system of sanctions; making explicit why.
- Display and promote the consequences of choices.
- Keep an accurate record of warnings and sanctions.
- Be consistent in approach with all pupils.
- Treat each child fairly and with respect and understanding.
- Be a positive role model by demonstrating positive relationships with everyone in school.
- Liaise with external agencies as necessary.
- Communicate with parents.

Support Staff

It is the responsibility of learning support staff, lunchtime supervisors and the administration and premises teams to support the Headteacher and teachers in meeting the responsibilities above. In particular, the following:

- Praise children, making explicit why.
- Follow the system of sanctions, making explicit why.
- Treat each child fairly and with respect and understanding.
- Be a positive role model by demonstrating positive relationships with everyone in school.

Parents/Carers

A strong partnership between school and parents is fundamental to a successful behaviour policy. It is vital that parents/carers receive consistent messages about the school's approach to promoting positive behaviour. We

will speak with parents immediately if we have concerns about their child's welfare or behaviour. We expect each parent/carer to:

- Know the school's rules and support them.
- Support the school with decisions made when applying consequences for unacceptable behaviour.
- Contact the class teacher, in the first instance, if they have a concern about the implementation of the policy.

Governors

- To agree the school's policy for supporting positive behaviour.
- To monitor the effectiveness of the policy.

Promoting Positive Behaviour

We recognise that praise and rewards are more effective than sanctions and that negative behaviour is a form of communication. We will not, however, condone behaviour that affects the rights of others. The vast majority of children choose to make the right decisions and are rewarded for this. For those children who choose to make poor choices we have a 'stepped' approach to responding to their behaviour.

Lunchtimes/Playtimes

We hold the same expectations with regard to behaviour across the 'entire' school day. The same rules, rewards and sanctions apply. Our Pupil Engagement Worker is responsible for ensuring that Lunchtimes are fun and engaging and that any incidents do not impact on learning time.

Positive Behaviour Strategies

- Regularly remind children of the school's rules.
- 'Catch' the children doing the right thing.
- Consider ignoring inappropriate behaviour if it would cause more disruption but always follow up.
- Use eye contact to express disapproval.
- Have a **quiet** word and tell them their behaviour is unacceptable and should stop (as publically tackling behaviour may escalate it).
- Model strategies that illustrate how to deal thoughtfully with difficulties. 'I'll have to think about your behaviour...'
- Explain clearly to the child how his/her behaviour has an effect on others.
- Refocus on learning activity.
- Try to remember to concentrate on the primary issue and avoid arguments.
- Pre-empt a possible negative attitude.
- Give a diversionary task such as being asked to take a message to another member of staff.

- Allow pupils time to make amends/follow up an instruction.
- Follow up inappropriate behaviour with pupils on their own, wherever possible.
- Understand that sometimes children show anger. We can demonstrate to children that anger can be expressed in a controlled way. 'I feel very angry that you have shown such little respect for the work I have put into organising the resources to help you.'
- Give opportunities for reparation/restitution.
- Model reconciliation and support these processes as appropriate.

Rewards

- Approving looks and gestures (nod, thumbs up, smile)
- Verbal praise: particularly powerful when it is specific and directly aimed at a child through the use of his/her name (in private or public)
- Integrity Stars: these are awarded, by school adults, to individual children in recognition of exceptional behaviour. They lead to Bronze, Silver, Gold and Platinum certificates.
- Note/phone call home in praise of positive behaviour.

Sanctions: Stepped Approach

At Broom Valley our 'stepped' approach for managing 'low level' behaviours is displayed in each classroom.

Step 1: Reminder: we highlight the children that are modelling good behaviour. We may use a facial expression or a word to re-direct children to the task. We remain calm, we don't raise our voices, and we make eye contact with the child. Verbal praise will be given to the children who modify their behaviour as a consequence.

Step 2: Warning: In cases where a reminder is not enough, a child will be given a warning. The reason for the warning will be made explicit.

Step 3: Consequence: We will use consequences only when other strategies have been unsuccessful and give the child adequate notice that his/her continued behaviour will lead to a consequence.

Thinking Time will be used as an opportunity for the children to make reparation and reflect on how better choices could have been made. It could take place at break or lunch and work not undertaken during lessons will also be completed wherever possible.

During this time the child will be supported in thinking about his/her behaviour and be required to complete a reflection sheet. Effort will always be made to ensure that children remain in their own classes. Should the situation be necessary, a child will be given Thinking Time to reflect on his/her behaviour. If necessary he/she may be supported in doing so by a Learning Support Assistant/Class teacher/Pupil Engagement Worker/Senior Leader. The child will return to his/her class when calm and in control.

Reflection slips will be collated by the Headteacher after they have been completed as a way of recording behavioural incidents to report to Governors.

In cases where a child's behaviour has escalated and his/her actions prevent other children's learning or present a safety risk, he/she will be escorted by a member of staff to a member of the SLT. In single incidents of serious behaviour, such as physical and verbal aggression, a child will be escorted to a member of SLT. Parents will always be informed immediately in these situations.

Positive Handling

It is recognised that, on rare occasions, immediate action may need to be taken to ensure that the health and safety of every child is protected. A child may need to be removed to a quiet place to calm down. In such instances parents/carers will be informed. (Refer to Positive Handling Policy)

Inclusion Team Support

Our Pupil Engagement Worker will support the minority of children who do not always elect to make good choices using recognised strategies/programmes. Some children may require Individual Support Plans that are developed in collaboration between the class teacher, Pupil Engagement Worker, parents/carers and themselves. These have clear actions, timescales and review periods. They are designed to offer the best possible chance of developing good behaviour and effective learning.

Guidance will be sought from the appropriate outside agency, with the necessary parental consent, for any child whose persistent extreme behaviour is causing concern.

Exclusions

Refer to the school's Exclusion Policy

The Headteacher may apply for a fixed term or permanent exclusion.

Exclusion will be used:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a pupil to remain in school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff or of the pupil him/herself.
- More usually it follows a series of breaches of the school's disciplinary code and after an exhaustive range of strategies to resolve the pupil's disciplinary problems have been tried and have failed.

Broom valley Community School

Behaviour Reflection Slip

Name _____ Class: _____

Date _____

This is what happened

- | | | | |
|------------------------------------|--------------------------|---------------------------------|--------------------------|
| Someone teased me | <input type="checkbox"/> | Someone took my things | <input type="checkbox"/> |
| Someone ordered me about | <input type="checkbox"/> | Someone started a fight with me | <input type="checkbox"/> |
| Someone did something I don't like | <input type="checkbox"/> | I did something wrong | <input type="checkbox"/> |

Other _____

This is when it happened

- | | | | |
|---------------|--------------------------|------------|--------------------------|
| Class time | <input type="checkbox"/> | Playtime | <input type="checkbox"/> |
| After school | <input type="checkbox"/> | Lunch time | <input type="checkbox"/> |
| Before school | <input type="checkbox"/> | At home | <input type="checkbox"/> |
- Other _____

This is how angry I felt

- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| Burning | <input type="checkbox"/> | Really Angry | <input type="checkbox"/> |
| Quite Angry | <input type="checkbox"/> | Annoyed | <input type="checkbox"/> |
| Angry | <input type="checkbox"/> | | |

This is who made me angry

- | | | | | | |
|---------|--------------------------|---------|--------------------------|--------------|--------------------------|
| Student | <input type="checkbox"/> | Teacher | <input type="checkbox"/> | Staff member | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> | Family | <input type="checkbox"/> | Someone else | _____ |

This is what I did

- | | | | | | |
|-----------------------------|--------------------------|------------------|--------------------------|-----------------|--------------------------|
| Hit back | <input type="checkbox"/> | Kicked | <input type="checkbox"/> | Yelled | <input type="checkbox"/> |
| Swore | <input type="checkbox"/> | Argued | <input type="checkbox"/> | Cried | <input type="checkbox"/> |
| Ran away | <input type="checkbox"/> | Went Silent | <input type="checkbox"/> | Hurt myself | <input type="checkbox"/> |
| Took time out | <input type="checkbox"/> | Got help | <input type="checkbox"/> | Talked about it | <input type="checkbox"/> |
| Ignored it | <input type="checkbox"/> | Calmed down | <input type="checkbox"/> | Told someone | |
| Thought of the consequences | <input type="checkbox"/> | Damaged property | <input type="checkbox"/> | | |

This is how I handled the situation

- | | |
|------------|--------------------------|
| Very well | <input type="checkbox"/> |
| OK | <input type="checkbox"/> |
| Very badly | <input type="checkbox"/> |

The outcome of the situation was....

This is what I would do differently next time....