

# BROXBOURNE CE PRIMARY SCHOOL & EXTENDED SCHOOLS

## Whole school Policy for Promoting Positive Behaviour

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|---------------------------|---------------|
| Ratified by Governors     | December 2017 |
| Date for Review           | December 2020 |
| Signed Chair of Governors |               |

*This policy was reviewed as a result of consultation between staff, parents and governors. The Kingfisher Council created our School Promise for our school which underpins this policy. This policy is reviewed on a bi-annual basis.*

### School Aims

In our School we endeavour to create a positive, caring and happy learning environment in which all our children can achieve their full potential and develop sound self-esteem.

We nurture our children's spiritual, moral and educational development within a caring Christian Community.

We believe:-

- each of us has a distinctive contribution to make to the life of our school
- positive self-esteem and high expectations provide the foundation for successful independent learning
- all our children have the right to feel safe and the right to learn.

We value good relationships with one another and actively promote:-

- respect for one another
- equality of learning opportunity
- close partnership with parents/carers.

We encourage all in our school community to have respect for one another and to show concern for one another. We have high expectations of ourselves as a community and are concerned to foster and maintain good relationships with one another.

### Statement of Principle

- In our school everyone has the right to feel safe and the right to learn

- Discrimination of any form on the basis of colour, culture, origin, religious beliefs, gender, sexual orientation or ability is unacceptable
- Each one of us personally contributes towards a happy and caring environment, ensuring respect for, and appreciation of, every individual
- Parents/carers and school staff work in partnership to encourage our children to develop a sense of self-worth, respect and tolerance for others
- We recognise the importance of rewarding the regular caring and thoughtful behaviour many children demonstrate every day
- Inappropriate behaviour is always dealt with in whichever way is deemed appropriate by staff
- Parents/carers have a responsibility to support the school in ensuring that their own child's behaviour ensures the safety and right to learn of the other children in the school
- Parents/carers have a responsibility to tell us if their child is unhappy at school for whatever reason
- We recognise that bullying takes different forms including cyberbullying and the inappropriate use of technology and we believe that any violation of a person's happiness and well-being through intimidation/coercion (verbal or physical) is a form of bullying (refer to Appendix 1)
- We positively encourage children to tell an adult if they feel they are being bullied
- Parents, carers and staff should inform the class teacher or Headteacher if they consider a child is being bullied or has been involved in cyberbullying out of school this will be dealt with in line with our e-safety. Instances of bullying will be carefully investigated and appropriate action taken.

### Objectives

For all of us in the school community to make certain that our own behaviour ensures that others feel:-

- safe
- valued
- able to learn and achieve
- able to take risks and accept challenges
- able to contribute in their own special way to the school community.

We will be able to ensure this if we all demonstrate:-

- respect
- thoughtfulness
- responsibility
- tolerance
- self-control
- self-confidence
- a sense of justice

## **Recognising Children's Social Development and Progress Towards Self-Awareness and Independence**

Children's progress is recognised, acknowledged and valued. We want every child to fulfil their potential, regardless of their background or circumstances.

Class teachers formulate class rules with their children at the beginning of each academic year. These are displayed and regularly referred to and revised as necessary. We believe it is vital that everyone is involved with the formulation of classroom rules and the school promise.

We recognise the importance of owning the rules that we have and of agreeing the rewards and sanctions and we aim to apply these consistently.

**All** staff constantly emphasise the importance of rights being linked to responsibilities.

We **all** have the responsibility to maintain a happy environment in our school.

The Headteacher and Deputy Headteacher support all staff in maintaining fair and effective discipline as necessary.

### **The Importance of Praise**

The Headteacher may give rewards for extra special efforts either in work or behaviour. A card may be used by staff to denote exceptional work or behaviour and this may mean the pupil is sent to either the Headteacher or Deputy Headteacher. On occasion a congratulatory letter may be sent home from the Headteacher for exceptional contribution to the life of the school.

Praise and rewards are given for thoughtful behaviour e.g. Midday Supervisors put children in the 'Superstar Book' for celebration during Friday assembly. Positive attitudes to learning and thoughtful behaviour are rewarded by cups, which are presented at the end of each term.

Class Stars are awarded for working together as a whole class. The Superstar Trophy is awarded each week to the class who gains the most stars.

When children make particular strides in developing more appropriate behaviour or in maintaining consistently helpful behaviours parents may be informed.

Some children, as part of their Individual Support Plan, may have an individual behaviour programme. The child will be fully involved with this and be clear about their targets. We

try to ensure the targets are S.M.A.R.T. (small, manageable, achievable, realistic targets). Similarly, if children need their behaviour monitoring more closely, report cards may be introduced.

Midday Supervisors are involved in the consideration of playground opportunities and routines for promoting positive and secure behaviour. They select well-behaved and polite children each week to sit on our 'Good manners table' on a Friday.

## The Importance of The School Promise (see Appendix 2)

Our School Promise, that 'everyone has the right to feel safe and the right to learn', is the central rule of our school. Classroom rules and playground rules, including Pirate Ship and Trim Trail rules, grow from this. All rules must be owned by us all and recognised to be fair and clear.

Clear expectations are vital and all staff must articulate these frequently and consistently.

Procedures and routines must be unambiguous across our school.

## The Importance of Consistency

- We know that it is vital that **everyone** applies the 'School Promise' consistently. We believe it is important for all adults to model good behaviour.

## Inappropriate behaviour

- We recognise that we all make mistakes at some time. Often the best thing to do is to say sorry and try hard not to do it again.
- When behaviour is inappropriate it is dealt with first by clarification of what has happened and then by necessary action to rectify the problem. All teachers follow the same sanctions. Sanctions reflect the inappropriate behaviour displayed.
- This uniform staged approach is empowering and predictable and privileges may be withdrawn. We achieve this through the following staged approach:
  - 1) Should children exhibit low level behaviour (e.g. not focussing, talking in class, affecting the learning of others) an informal verbal warning will be given to the pupil with clarification that the behaviour is unacceptable and needs to change.
  - 2) A yellow card will be shown if the behaviour persists.
  - 3) A continuation of the behaviour will result in a second yellow card being shown. For yellow cards the class teacher will apply an age appropriate sanction eg minutes of break lost, privileges may be withdrawn.
  - 4) If the behaviour continues a red card will be shown and the child will be removed and taken to the Deputy Head or Headteacher for the remainder of that session.
  - 5) In the event of a serious misdemeanour (e.g. swearing, deliberately hurting another child or aggressive or intimidating or sexualised behaviour) a straight red card may be shown. For any red cards, parents will be called by the Headteacher or Deputy. In the event of a red card being shown, the pupil will spend the rest of the session in isolation completing work. The card tally will apply separately to morning and afternoon sessions. The Headteacher and Deputy will determine the sanction for serious incidents and this may result in either internal or a fixed

term exclusion based upon severity and whether this is the first time or a repeated behaviour.

- 6) All yellow or red cards will be logged by the issuing member of staff on the school's SIMS.

Our Early Year's Practitioners operate a stage appropriate equivalent which aligns to the above and uses sun, cloud and raincloud symbols so the children have a visual representation of the behavioural escalation.

The same system will apply at lunchtimes and if a yellow card is issued the MSA will decide on a suitable sanction eg time out, loss of lunchtime privileges. For any red cards the Headteacher or Deputy will be informed immediately and the procedures above followed. MSAs will record behavioural incidents in the behavioural log. On a weekly basis, any yellow or red card incidents will be transferred into the school's SIMS system by a designated member of the school office team.

We believe that some children need to be taught how to behave appropriately in much the same way as other skills. Positive talk is vital. Reading the school promise and reflecting upon any aspects which have been broken is effective in this regard. We emphasise that certain behaviours have certain inevitable consequences. We know that it is certainty of consequence which is vital, not necessarily the severity. Parents/carers will be informed where it is considered necessary.

Where necessary a 'behaviour support programme' such as Circle Time, Warren Club or Circle of Friends, may be used. The child and parents/carers will be involved with the target setting/ISP process. The purposes will be clear and achievable.

In the event of a child exhibiting other behaviours of concern, appropriate strategies will be used e.g. RAMP. Specific Home/School agreement. Safety Support Plans may be offered to safeguard pupils from others and to ensure the safety of others. These formalise the school's methodology and systems used in such situations.

The Headteacher keeps a brief record of children seen regarding inappropriate behaviour.

A record of incidents deemed racist, sexist, bullying or homophobic is also maintained by the Headteacher.

The Inclusion Co-ordinator also keeps an Inclusion log.

The Governors reserve the right of temporary exclusion, or ultimately, permanent exclusion, under certain extreme circumstances.

### **Attendance (See Attendance Policy)**

We believe it is vital to ensure each child's full school attendance. We work closely with the Attendance Officer to monitor attendance and punctuality and take appropriate action where necessary. The governors additionally monitor attendance.

## Kingfisher Council

There is a School Kingfisher Council where representatives from each class (arranged on a rota basis) meet with the member of staff responsible and sometimes other members of staff to consider matters of general concern to our community. Through this council many good ideas are put forward e.g to improve playtimes, lining up for dinner, etc. The council also decides which charities our school will support during the year and how we will do this e.g. by 'bring and buys', sponsored swims, etc.

Through our Kingfisher Council we all learn that each individual has a vital contribution to make to the life of our school as individuals. We also learn that together we can achieve great results. We have agreed through this council a set of Rules for our school. Please see Appendix 2.

Reviewed by staff April 2017

## Appendix 1

### Policy on Preventing and Responding to Bullying

- 'Bullying' is defined as deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the main types are: physical (e.g. hitting, kicking, theft), verbal (name calling, racist remarks), cyberbullying (e.g. inappropriate use of technology) or indirect (e.g. spreading rumours, excluding someone from a social group). (DfEE Circular 10/95)
- Bullying is unacceptable behaviour. It happens in all schools and many children and young people are involved at some time. Our school is committed to creating an environment wherein children feel safe and are able to learn. All staff observe children's behaviour as closely as possible, but recognise that they will not see everything.
- The school staff will be alert to any signs that a child is being bullied or is bullying others. The Headteacher emphasises to all new parents that they expect parents to inform school immediately if they think their child is being bullied. We expect parents to inform the class teacher or Headteacher if they have concerns.
- Children are frequently reminded through assemblies and class lessons to tell adults if this is happening to them.
- Any form of bullying is investigated carefully and dealt with to ensure that the child who is being bullied feels safe and that the child who has bullied is taught to behave differently and given the chance to apologise and to discuss their behaviour.
- Teaching time is given to promoting positive behaviour and to discussing negative behaviour. A range of approaches is used including 'circle time', formulating class rules and rewards and sanctions, discussing various scenarios through the use of stories and poems and learning to express more difficult thoughts and feelings. Assemblies are also used.
- The Kingfisher Council is used to explore issues of concern to the whole school community and to provide solutions to deal with concerns e.g. developing a wider range of play opportunities.
- There is a 'Worry Box' in the KS1 corridor which is mentioned at the start of each term in assembly and is checked each Friday by the Headteacher.



**If an incident of bullying occurs the following procedure should be followed.**

- We must all promote a school ethos, where anyone who is bullied feels they can speak about it, believes that they will be carefully listened to, and know that appropriate action will be taken.
- If someone is bullied they should report it to any adult in the school they feel they can speak to. This person then has the responsibility to inform the Headteacher or, in the event of absence, the Deputy Headteacher.
- Parents/carers should report concerns about bullying immediately in the first instance to the class teacher.
- The child being bullied will be supported and listened to.
- The concerns will then be carefully and thoroughly investigated. All parties involved will be listened to, including both the bullied person and the person or people accused of bullying. Procedures or organisation, which may have contributed to the problem, will also be considered.
- Every effort will be made to get a full and fair picture of the problem.
- Appropriate action will then be considered, parents/carers of the children involved may be contacted.
- Anyone who bullies will be made aware of the effect of their actions. It will be made clear to them they are bullying, that their behaviour is unacceptable and that it will not be tolerated.
- We do recognise that some people who bully need help and support and that we have a responsibility to ensure that they receive it.
- We will carefully monitor a successful resolution of any incidents.
- We refer to the County Guidance. - 'Policy on Preventing and Responding to Bullying' 2009 - as necessary.

**Group Work Guidelines for Volunteers To Promote and Maintain Positive Behaviour can be found in the Volunteer Helpers' Handbook.**

# Broxbourne CE Primary School

## The School Promise

*Agreed through the Kingfisher Council*

**'Everyone has the right to feel safe and the right to learn'.**

***In our school we will try our best to:-***

- treat others the way we would like to be treated
- be honest and thoughtful to everyone in school
- always do our best and work hard
- help and encourage other people to do their very best
- try to get on with each other and try to make new friends
- show respect and care for each other and everything around us
- remember that bullying and teasing hurt
- always tell an adult if someone hurts us
- think of our own and other people's safety
- be happy and enjoy school