



Positive Behaviour Policy

Barkerend Primary School

Behaviour Management Policy

At Barkerend Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Barkerend Primary. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At Barkerend Primary School we believe that:

- pupils who feel safe, valued and cared about tend to respond in a more positive and appropriate way and are able to reflect on their choices and behaviours constructively;
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the dynamic, yet structured environment, enabling them to take risks in their learning;
- if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect, an enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;
- good discipline can be clear and firm, yet supportive.

We aim:

- to create a warm, caring, calm, orderly and stimulating atmosphere of belonging in the school that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security, safety and ensures fairness of treatment for all;
- to promote and encourage the continual development of all staff in understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly;
- to promote in all pupils a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment;
- to create an environment that is safe, physically and emotionally, for everyone in the school with a real energy for enjoying learning as part of a mutually supportive social group;
- to develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child, and through dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs.

Roles and Responsibilities

The school has established, in consultation with the head teacher, staff, governors and parents, a policy for the promotion of good behaviour and will keep it under regular review. School will ensure that this is communicated to pupils and parents, is non-discriminatory and has clear expectations. Governors will support the school in maintaining high standards of behaviour.

All staff, including teachers, support staff, lunchtime staff and volunteers, will be collaboratively responsible for ensuring that the agreed policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher as to the effectiveness of the policy and procedures, voicing any concerns as appropriate. They also collectively and individually have responsibility, with the support of the headteacher, for creating a high quality

learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Parents and carers will be actively encouraged to work in partnership with school to assist in maintaining high standards of behaviour and will have the opportunity to raise with school any issues arising from the operation of the policy. Parents are expected to formally acknowledge their role within the Home School Agreement.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to a staff member.

Procedures

Procedures arising from this policy will be developed by the SMT in consultation with all staff. These procedures will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale that is made explicit to all staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility, recognising that every member of staff has a responsibility towards the whole school and wider community.

Teaching & Learning

Learning is the central focus of all we do. We strive to create a stimulating environment and conditions that facilitate every aspect of learning. Routines also give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and expect the children to observe these routines. This helps to maintain boundaries and support the development of good habits.
- We recognise that well planned, structured learning experiences, offering sufficient challenge with appropriate support, which are experiential, and contextualised to individual interests are crucial elements of good practice.

Special Educational Needs

If a child is identified as having persistent behavioural difficulties, and after discussion between parents, class teacher and the SENCO/Inclusion Manager, a child may be placed on the Special Needs Register Social, Emotional and Mental Health (SEMH). A Provision Plan, and if appropriate, an Individual Behaviour Plan, may also be put in place for that child.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the full range of external support available.

Rules

Rules run across all year groups from Foundation Stage to the end of Key Stage 2. The rules will be displayed in every classroom and in communal areas around school. Wording of the rules is amended to suit different age groups but the spirit and intention of the rules are consistent across school.

Aim high, care, be proud!

Be kind

We are kind to each other; we don't hurt people's feelings.

We are helpful and co-operate with others.

Take care

We are gentle, we don't hurt anybody.

We look after property, we don't waste or damage things.

We show respect in the way we conduct ourselves.

Try your best

We are honest; we do not cover up the truth.

We have a positive attitude, we don't give up.

We are responsible for our own actions, we don't blame others.

Look and listen

We listen to people, we don't interrupt.

We move around school in a quiet, safe and sensible manner.

Rewards

A school ethos of encouragement and praise is central to the promotion of good behaviour. Staff should identify individual, group or class behaviour which is exemplary and comment positively on this, such positive reinforcement will have the effect of raising the level of good behaviour in the class. Such positive reinforcement has a motivational role in helping pupils to realise that good behaviour is valued. This approach is preferable to negative comments or loud verbal reprimands which often reinforce negative behaviour.

In addition to whole school incentives and rewards, as outlined in Appendix 1, each Key Stage will have a complementary reward system which is age appropriate and responds to the specific needs of the children within each Key Stage.

Sanctions

A system of sanctions is needed to respond to inappropriate behaviour. At Barkerend Primary School we use a range of sanctions to respond to the severity of inappropriate behaviour and these are clearly defined in Appendix 3. Their use will be characterised by clarity of why a particular sanction is being applied and what changes in behaviour are required to avoid further sanctions.

Detentions of longer than 10 minutes should only be used for serious incidents and can only be imposed by the Pastoral Team Leader, Assistant Head Teachers, Deputy Head Teacher or the Head Teacher.

Training

Staff training will take place within school to ensure that all staff are trained in positive behaviour management and de-escalation techniques. For some staff this will be enhanced by Team Teach training in the use of positive handling. No member of staff will be expected to use Team Teach techniques without appropriate training.

Supply staff must ensure that they are familiar with our policy and appropriate guidance will be given.

Individual needs will be addressed by attendance of courses or support within the classroom. Directed time will be allocated to ensure that this policy is fully administered with consistency.

Use of force to control or restrain pupils

Department for Education guidance, as documented in 'Behaviour and discipline in schools' (February 2014), states that;

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Please refer to the Positive Handling Policy for further details.

Review

The Headteacher and Leadership Team, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of how the behaviour management policy and procedures are being administered in order to evaluate whether the operation is fair and consistent throughout. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and the associated procedures, so ensuring that it continues to be appropriate and effective. Such reviews will take place in consultation with the head teacher, staff and parents.

The outcome of each review will be communicated to all those involved, as appropriate.

Appendix 1

Whole School Procedures

Star of the Week Award - Each week a child from each class will be nominated to receive the Star of the Week Award; this will be awarded in Whole School Assembly. A child can be nominated for exemplary effort in any area of school life.

Conduct Award - Each week a class from each Key Stage will be chosen to receive a Conduct Cup, these will be awarded in Whole School Assembly. A class can be nominated for courtesy, good manners and general politeness.

Library Class of the Week - Each week a class is chosen by the Librarian, the class chosen will be mentioned during Whole School Assembly. A class can be chosen for displaying exemplary behaviour and effort during their weekly Library session.

Accelerated Reading Award - This is awarded to the class with the highest average Accelerated Reading Comprehension Quiz percentage.

Accelerated Reading Vocabulary Award - This is awarded to the class with the highest average Accelerated Reading Vocabulary Knowledge percentage.

Mathletics Award - This is awarded to the class with the highest number of Mathletics points.

Best Table Manners Award - Each week the lunchtime supervisors nominate children who have shown excellent table manners and conduct in the dining hall to sit at a special table on a Friday as a reward for their conduct during the week.

Golden Book Mentions - Throughout the week the names of children who have displayed exemplary behaviour will be recorded in the 'Golden Book', any member of staff can nominate children for a 'mention'. The names of the children will be read out during Whole School Assembly.

Lunchtime Green Cards - Class teachers should exchange lunchtime green cards for a house point.

House System - see Appendix 2.

Achievement Time - At Barkerend Primary School we feel Achievement Time is an important aspect of our Behaviour Management system; all classes use Achievement Time as an incentive for good learning behaviours and effort throughout the week.

Appendix 2

House System Procedures

In order to further promote positive behaviour within Barkerend Primary School we operate a House system.

The main aim of this house system is to promote positive behaviour within the school by motivating the children to be tolerant, respectful to all and to behave appropriately.

Procedures

Every child in school is allocated a 'house'. The names of these houses are taken from famous, successful people originating from the Bradford area.

Salt = Green = manufacturer, politician and philanthropist.

Priestley = Yellow = novelist, playwright and broadcaster.

Bronte = Blue = 19th century literary family

Hockney = Red = painter, draughtsman, printmaker, stage designer and photographer.

Each house has been given a specific colour. Any new pupils that arrive during the academic year will be allocated a house as they are put onto the roll, parents will be informed of their child's house as and when they have been allocated one.

House Captains

During the last half term of the academic year, 2 House Captains (1 girl and 1 boy) from Year 5 will be selected by the members of each house to represent their house as Captains for the forthcoming year.

These pupils will have specific duties to carry out.

- The collection and counting of reward cards on a weekly basis; this will be done on a Thursday afternoon (reward cards will run from Thursday to Thursday).
- The distribution and collection of reward cards.
- To represent their houses at school events.
- To meet with the Head Teacher as required and act as ambassadors for Barkerend Primary School when appropriate.
- To assist the Inclusion Mentor with the planning and implementation of reward incentives.

These pupils require a responsible attitude to school life and will set a good example for others to follow.

The House Reward System

Each classroom will have a small display for the House Reward system; these will show the accumulation of house points over a week. These displays should be placed in a prominent area of the classroom. A larger whole school display will be located in one of the halls and will display the accumulation of house points over a longer period of time. Once a week the completed cards will be collected by the House Captains and will then be counted and the results will be announced during the Whole School assembly held each Friday. The House Captains will also be responsible for handing out new cards to each class for the coming week. There will be incentives for houses to achieve throughout the year. Special rewards for winning events and competitions will be discussed with House Captains and agreed with the Inclusion Manager and Senior Management Team.

- Weekly winning house = Weekly House Point Winners' Cup awarded during Friday Assembly displaying house colours of the winning house.
- Termly winners = Special treat for winning house (to be decided by House Captains and Senior Management Team)
- Yearly winner = Special Party with Children's Entertainer & name of winning house to be displayed on House Point Champion Shield.

- Other events, competitions and rewards to be confirmed.

A tally of the house points achieved by individual pupils will be kept by the Inclusion Mentor and certificates will be awarded when a certain amount is achieved.

25 House Points = Bronze Award certificate

50 House Points = Silver Award certificate

75 House Points = Gold Award certificate

100 House Points = Platinum Award certificate

125 House Points = Diamond Award certificate + special treat

House Points can be awarded to pupils by any member of staff for a variety reasons, including;

- displaying excellent learning behaviour around school
- completing homework to an exceptional standard
- showing respect to others
- being courteous
- being helpful and kind towards others
- volunteering to assist
- lunchtime green card (these will be given to the Class Teacher who will exchange them for 1 house point each)

Pupils who have shown outstanding effort in any of school life can be sent to any member of the Senior Leadership Team to receive an Outstanding Achievement Award certificate.

Staff should be aware that no house should ever lose House Points due to the misdemeanour of a pupil from that house.

School Stages of Behaviour Management
Appendix 3

Level	Behaviour	Action (examples)	Consequences (Options)
STAGE 1 Verbal Warning	<ul style="list-style-type: none"> • Fiddling • Interrupting • Wandering around • Ignoring minor instructions • Talking with other pupils • Silly noises • Eating in class 	<ul style="list-style-type: none"> • Positive reinforcement of good behaviour • 'Catch Me' being good • Modelling good behaviour • Eye contact/frowns • Closer supervision • Firm reminders 	<ul style="list-style-type: none"> • Change of seating • Verbal warning • Loss of Golden Time
STAGE 2 Yellow Zone (1 point offences)	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour • Lack of response to adult instruction • Not responding to requests to work • Being more disruptive • Deliberately creating a disturbance • Preventing others from working • Cheeky, off-hand comments • Negative responses to adult instructions • Rudeness to others • Throwing of small objects, not causing injury • Unsafe behaviour • Persistent non completion of homework 	<ul style="list-style-type: none"> • (As above plus) • Name in 'Yellow Zone' • Staff to complete Behaviour Log sheet • Child given 'Think Sheet' to complete • Involvement of Learning/Inclusion Mentor and Pastoral programme put into place if appropriate • Inclusion Manager involvement if repeated 	<ul style="list-style-type: none"> • (As above plus) • Separation from rest of class but within classroom • Loss of free time - playtime/lunchtime - up to 10 minutes only • Complete work at playtime • Write letter of apology
STAGE 3 Yellow Zone + (2 point offences)	<ul style="list-style-type: none"> • Persistent Stage 2 behaviour • Use of inappropriate language • Malicious throwing of objects • Deliberately harming another person • Damage to property • Leaving class without permission • Repeated rudeness to adults • Repeated challenge to authority • General refusal to do as asked • Lying • Missed detention 	<ul style="list-style-type: none"> • (As above plus) • Contact with parents by RAL, either by phone or at home time. Record of contact kept • Drawing up agreement with child containing targets, sanctions and rewards • Pastoral programme review and revised as appropriate • Name circled in Yellow Zone and yellow card completed 	<ul style="list-style-type: none"> • (As above plus) • Exit to SMT member for specific period • Temporary removal to partner class for a fixed period • Parents to accompany child on outings, where child may put self and others at risk, where appropriate • Parents formally invited into school by Inclusion Manager to discuss their child's behaviour. • Parents contacted by standard letter (to be drafted by Inclusion Manager) after three incidents within a fortnight.

Level	Behaviour	Action (examples)	Consequences (Options)
STAGE 4 Red Zone (3 point offences)	<ul style="list-style-type: none"> • Persistent Stage 3 behaviour • Deliberate harm to an individual • Racism/homophobia/sexism/other forms of prejudice • Persistent fighting • Very serious challenges to authority • Verbal/physical abuse towards staff • More serious vandalism • Stealing • Persistent bullying • Extreme violence • Running out of school • Dangerous behaviour • Cyber bullying • Using/handling illicit substances, including smoking • Truancy • Deliberately concealing information or lying about a serious incident 	<ul style="list-style-type: none"> • Requires immediate involvement of Deputy/Assistant Head • Red Card completed • Telephone call/letter re: meeting with parents as soon as possible • Pastoral Team intervention, programme review and revision • Log/Report details (as specified in LA guidance for exclusions) • Head involvement as appropriate to the severity of the incident 	<ul style="list-style-type: none"> • (As above plus) • Child exited to Deputy or Assistant Head's office • Pastoral Team involvement, may include Internal Seclusion • Parents informed immediately by phone and meeting arranged • Formal letter to be sent to parents outlining discussion at meeting. • Suspension of rights to use Internet/e-mails in school for a fixed period • Exclusion from trips for a fixed period • Exclusion from in-school events for a fixed period • Child to be excluded for lunchtime, if appropriate • Possibility of immediate fixed term exclusion from 1 to 45 days • Permanent exclusion

Flowchart using School Stages of Behaviour Management in the Classroom

Stage 1 - Verbal Warning & appropriate sanctions applied



Stage 2 - Name written in Yellow Zone & appropriate sanctions applied
 These are 1 point offences when recorded in SIMs



Stage 3 - Circle drawn round name in Yellow Zone & appropriate sanctions applied
 These are 2 point offences when recorded in SIMs



Stage 4 - Name in Red Zone & appropriate sanctions applied
 These are 3 point offences when recorded in SIMs

Appendix 4

Behaviour management routines around school

General

All staff will promote a positive learning culture within a school; positive reinforcement should be used as a key tool to promote positive behaviours at school.

Staff will support each other and praise or reprimand children from other classes, when seen, to show a consistent approach through school.

Lines & walking around school

- Stopping points given to children en route.
- Teacher to place themselves along the line at a point where most children can be observed.
- If more than one member of staff is present, spread along the line for maximum supervision.

Playground

- Teacher(s) on duty must be out first.
- Children shouldn't be sent onto the playground until a teacher is there.
- The same rules will operate outside and inside school, during lunchtime and playtimes, Midday Activity Leaders and other staff on duty in the playground will follow the agreed behaviour management strategies and procedures.

Assembly

- Children to enter assembly hall silently.
- All staff to be proactive at the start and the end of assembly to make sure children are entering and leaving the hall silently.
- One member of staff from each year group at each side of the hall, where possible.
- Staff as role models during the assembly showing the children active listening skills.
- If misbehaving, children will be moved to sit next to a teacher.

Classrooms

- Children will be supervised along corridors.
- Staff will position themselves so that they are able to observe/supervise the children in their rooms and along the corridors especially at times when groups are changing.

Hands up

- In order to ensure that silence is achieved especially with classes and larger groups of children, with the minimum of disruption, staff will use the 'hands-up for silence' strategy.
- Staff should provide a good role model when using the strategy and ensure that they are not talking when another member of staff has his/her hand up and is waiting for silence.

Appendix 5

School Rules, to be displayed in classrooms and shared areas and made reference to by staff.

Be kind



We are kind to each other; we don't hurt people's feelings.

We are helpful and co-operate with others.

Aim high, care, be proud!



Look and listen



We listen to people, we don't interrupt.

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Date of issue	Review date	Version	Amendments	Date ratified by Governing Body
February 2008	February 2010	1.0		February 2008
February 2010	Autumn term 2010	1.1		February 2010
September 2010	Winter term 2011	1.2		September 2010
June 2011	Autumn term 2012	1.3		June 2011
February 2013	Summer term 2015	1.4		March 2013
December 2015	October 2017	1.5	Minor revisions by SD and legislation update.	January 2016