



River Beach Primary School

Policy for
Positive Behaviour Management

Approved: Sept 2017

Review date: Sept 2019

Rationale

Our firm belief is that the child should be at the heart of everything we do in order to maximise opportunities both now and in the future. Therefore our vision is

“Every Child, Every Chance, Every Day”.

We believe that catching children being good and rewarding good behaviour is a positive and successful way of promoting expectations for behaviour. When we refer to behaviour we use positive terminology.

The aim of our policy is to promote a happy, caring and secure school environment, through a clear code of conduct which children, parents and staff understand and support.

This policy recognises that behaviour is a complex issue and that children exhibit a range of behaviours for a variety of reasons.

Principles

The general behaviour and behaviour for learning of pupils is a matter of great importance, ensuring that pupils achieve their full potential in all aspects of school life. It is essential for the smooth running of the school and the well being of the community. Discipline is based on mutual trust and respect. Qualities of honesty, kindness and fair dealing are constantly encouraged. Politeness, courtesy and thought for others are regarded as the basis of the relationships between pupils and staff. Children are expected to be responsive to discipline and to observe school rules, and parents are consulted at an early stage when a pupil's behaviour causes concern. Issues arising will be recorded on 'Behaviour Watch'. The class teacher will initially deal with it and make a record. This may involve contacting the parents concerned. When appropriate, the year leader, member of the senior leadership team and Headteacher will be informed.

Our ethos is very much that of high expectations of behaviour. We acknowledge good behaviour in a range of different ways such as the use of positive praise and encouraging children to make their own decisions and take responsibility for their own actions. Through this children are taught about choices and consequences.

In the school we also spend time focusing on developing children's value systems and rewarding them for appropriate responses. Pupils' rewards and good work are also recorded on 'Behaviour Watch'.

Aims

- To have high expectations of behaviour from all within the school community, recognising that some children's needs require specific additional support.
- For everyone to show care and respect for others, property and the world around them.
- To encourage all children to develop a sense of responsibility for their own behaviour.
- To establish whole school rules for the classroom and the playground.
- To work alongside parents and carers for the benefit of the children.
- To allow all members of the school community to enjoy being at River Beach Primary.
- To encourage everyone to thrive within the school community regardless of emotional and behavioural difficulties.
- To instil an intolerance of bullying within the whole school community.

Practice

The school has adopted a policy based upon a positive reward system. Good behaviour is recognised and encouraged by praise and rewards both in the classroom and around the school. There are rules on display in each classroom which all children are expected to follow. Children are encouraged to make correct choices in their behaviour. In addition to this there are class rewards which are consistent across each year group but vary between year groups.

- High expectations of behaviour and academic achievement are made explicit and consistently reinforced by all members of staff.
- Staff will create a positive classroom with positive behaviour.
- Staff will try to prevent problems before they arise.
- Staff will be consistent and fair in their approach.
- The school has defined bullying as 'The deliberate, conscious act of hurting, excluding, threatening or frightening someone else over a period of time'. We view any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take whatever action is found to be necessary. Through assemblies, circle time, our PSHCE programme and our School Council, pupils are encouraged to report any bullying that they suffer. See also the school policy on bullying.

Rewards

Reward	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Star of the week	x	x	x	x	x	x	x
Star of the week book	x	x	x	x	x	x	x
Book of Celebration	x	x	x	x	x	x	x
Class Teddy	x	x	x	x	x		
Work merit		x	x	x	x	x	x
Stickers	x	x	x	x	x	x	x
House points		x	x	x	x	x	x
Individual praise	x	x	x	x	x	x	x
Visit to SLT	x	x	x	x	x	x	x
Whole class reward system	x	x	x	x	x	x	x
Raffle tickets						x	x
Postcard home (5 per term)	x	x	x	x	x	x	x
Certificates	x	x	x	x	x	x	x
Positive comments on behaviour watch	x	x	x	x	x	x	x
Other communication with home such as postcards, Facebook posts, etc	x	x	x	x	x	x	x

Star points are awarded to all children (including Nursery) and recorded on Behaviour Watch on a daily basis with 2 points being given for attendance and up to three for behaviour. Star points are never taken away. The children gain rewards for star points in multiples of 50 points.

Sanctions

It is recognised that every child is an individual and as such may have individual needs. Therefore, although the steps below are outlined in detail, it may be necessary for professional judgement to be used in certain cases which will result in a deviation from the agreed protocol.

These steps provide a clear structure for dealing with poor behaviour and should be followed on all occasions unless there are reasonable grounds for acting otherwise. If the level of poor behaviour is of such a significantly disruptive level that it inhibits the learning of others, removal from class should be the immediate action.

At River Beach it is not the usual case that pupils are kept in to complete work on a regular basis. If any pupil is kept in for this reason, it must be recorded on Behaviour Watch.

The aim of the sanctions is to give the children a good and clear grasp of the consequences that are the result of poor behaviour. It is not to be used as a tool to diminish self esteem.

Step 1 An unobtrusive warning is appropriate for low level disturbance e.g. making eye contact, calmly saying the child's name.

Step 2 A verbal warning should be given, making it clear the behaviour that should stop and the behaviour that is expected. It is more effective to do this quietly on a one-to-one basis rather than in front of the whole class.

Step 3 Time out with an age appropriate time limit. The child may be repositioned in the classroom: moved to sit on their own where possible. On the playground, children will be asked to spend a short period of time with an adult. Adults should have follow up discussions about the behaviour to help the child move forward. If persistent low level behaviour continues, a record may be made on Behaviour Watch. When staff make a note of a pupil's behaviour on 'Behaviour Watch' initials of children should be used in the write up rather than full names.

Teachers may see it as appropriate at this stage to have an informal chat with parents i.e. a chat at the end of the day or a phone call home.

Step 4 The child should be sent, with work, to a partner class teacher for time out, initially for 10 minutes or until they are considered ready to return to their own class to learn. If a child needs longer than 10 minutes the teacher may, in consultation with the original class teacher impose a sanction of missing up to 10 minutes of play in order to make up lost learning time. This should be supervised by the child's class teacher in a classroom. This should be logged on 'Behaviour Watch' by the child's class teacher. In Early Years or Year One, the child will sit out and draw a picture for the person they have hurt, discuss this with their teacher or responsible adult, apologise and then return to class activities or work again.

Step 5 If behaviour persists they will be sent to their year group leader for a set period of time or a 'time out' whilst other children are working or playing. Teachers may see it appropriate at this stage to have a formal chat with parents. If there is deliberate physical violence on the playground, the child will miss their break and spend the time in a class in another year group.

Step 6 If behaviour continues to be unacceptable involve member of SLT/AHT if needed who may contact parents to arrange a meeting. **The class teacher should inform** parents and inform the Year leader.

Step 7 Further continuation of unacceptable behaviour will involve HT / DHT and may lead to internal exclusion.

N.B Fast tracking for serious misconduct i.e. harming others, aggressive behaviours may occur.

Step 8 Exclusion – fixed term or permanent.

It is the school's hope that exclusion will be a very rare final sanction, when all other routes towards improved behaviour have failed. However, in extreme circumstances it might need to be invoked early. It would normally only be required if a child had shown gross disregard for the school rules and/or:

- Committed an offence outside the law
- Put others (children or staff) at risk, including physical assault
- Seriously affected the education of others.

The Head teacher must notify the parents of their right to make representation to the School Community Council and the Trust. This must be done within 7 days of notification. The parents have the right of access to all curricular records of the child and to other educational records through a request to the School Community Council.

(The above procedures have been taken from DfE June 2012 "Exclusion from maintained schools, Academies and pupil referral units in England". In the event of exclusion reference should be made to this circular in more in-depth detail).

Managing children's behaviour may sometimes require, as a last resort or for safety reasons, physical intervention. Relevant staff have received Team Teach training and this will be reviewed and updated as necessary.

It should be noted that class teachers should not be disturbed when they are having their allocated P.P.A. Any matter should be dealt with by the teacher in the first instance and then by the Inclusion leaders / Assistant Head teachers.

Monitoring Behaviour

Behaviour Watch is used as a tool to monitor children's behaviour across the school. At the end of every day 'Management Slips' are emailed to the Leadership Team with details of rewards and sanctions that have been issued by staff during the day.

When there is notification of 5 sanctions in a term then the class teacher must notify the parents or carers. If sanctions exceed 10 in a term then the Year leader will speak to the child and contact the parents. When 15 sanctions occur a member of SLT will speak to the child and parents. All conversations with parents and carers must be recorded in the Home link section on Behaviour Watch. The Head teacher and Deputy Head teacher will be notified of all the above.

Strategies to support children to manage their behaviour

- Targeted in school support sessions e.g. circle time, group support, 1:1 sessions involving Pastoral Support Team
- It may be necessary to negotiate a specific behaviour contract / nature of concern / pastoral support programme / risk assessment as appropriate to the child and the circumstances of the behaviour
- Involve relevant outside agencies e.g. EP / LLBAT / CDC / CAMHS / APC / Police /
- At River Beach Primary School we consider that the health and safety of all children is paramount. Therefore, in certain situations, if any pupil's behaviour is giving a teacher cause for concern, discussions will be held between the teacher, parent, Year Leader and a member of the Strategic Senior Leadership team. These discussions will result in a decision being made as to what action should be taken to enable that pupil and others to participate in a visit or activity outside of school safely. Actions may include:
 - A parent or responsible adult from the child's family accompanying the pupil
 - The pupil remaining at school where another teacher will take responsibility for them.

Monitoring and evaluating the policy

The effectiveness of this policy will be monitored by the Inclusion team in conjunction with the Deputy Headteacher and Headteacher. School Community Council will monitor its effectiveness through SCC meetings.