



Water Street Primary School Positive Behaviour Policy



At Water Street Primary School everyone is **valued** and **respected** as a member of our learning community.

Our Vision for our school is one of a **happy**, **dynamic** learning environment where all members of the school and its wider community have a sense of **belonging** and understand their **responsibility** to contribute to the **enjoyment** and **success** of the school that we all share.

Updated May 2023

INTRODUCTION

At Water Street Primary School we are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

This policy has been written in accordance with the guidelines:

'Behaviour & Discipline in Schools – Advice for Headteachers & School Staff'
Department for Education January 2016

Water Street Primary School expects every member of the school community to behave in a considerate and fair way towards others. To encourage good behaviour and anti-discrimination we have decided to implement the following procedures, rewards and sanctions, which have been agreed by the Governors.

- The school will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are victims.
- The children must know that they can approach any member of staff
- That the school will not tolerate bullying or discrimination.

Rationale:

Helping pupils to control their behaviour is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

This policy is based on the following beliefs:

- Develop the whole child enabling them to take responsibility for their own behaviour.
- Provide a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, which will enable them to make the right choices.
- The policy will allow children to work and participate to their full potential.
- Children need to know when they have been successful.
- Improved self-esteem leads to improved behaviour.
- Praise and positive reinforcement is more effective than punishment.

- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Children will have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Schools can and do make a difference to the personal development of the child.
- Consistency is the key to success. The positive behaviour management policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

Values we are trying to promoting

- Taking responsibility for your own behaviour
- The ability to make choices about our behaviours
- Being honest and telling the truth
- Having mutual respect and being polite to one another
- Caring for others
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other's people's efforts.
- Accepting and recognising individual differences

Aims

- Every child should have respect for him/herself and for other people.
- Every child should have respect for property and the environment.
- Children should learn truth, politeness and good manners.
- Every child should develop the ability to listen and to respect the rights and feelings of those around him/her.
- Children should try to be tolerant and considerate in their dealings with others.
- Every child should develop the notion of self-discipline and become a responsible member of our school community.

Philosophy of Positive Behaviour

Positive behaviour strategies are very effective and there are a number of successful characteristics that underpin and support the approach we employ at Water Street.

For example:

- Be clear and specific about the behaviour wanted;
- Notice and affirm good behaviour when it occurs, informally and formally;
- Establish predictable and fair consequences for inappropriate behaviour;
- Support pupils who have difficulty in experiencing success;
- Ensure that all aspects of school organisation are consistent with the policy.

This positive behaviour policy does not require everybody to adopt exactly the same strategies, providing that those used by each member of staff support an appropriate level of consensus and consistency. Various strategies will be used to recognise, reinforce and support positive behaviour, constituting our 'reward systems.' Before adopting a strategy staff must ensure that it conforms to the following **principles**:

- Ensure that all rewards and sanctions are consistent and fair.

- It is not too intrusive and does not disrupt day-to-day classroom activities
- It is not unnecessarily complicated
- It rewards positive behaviour
- Most rewards are not tangible, but are to do with affirming responses
- Rewards are only effective if the majority of pupils are getting them

Inconsistent and negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour. Therefore it is important to implement a whole school approach, based on an agreed policy and strategies that can be consistently applied.

Rights and responsibilities

Every member of our school community has a number of key rights and each right has a commensurate responsibility.

| RIGHT | RESPONSIBILITY |
|--|--|
| To be safe and secure | Not to threaten the safety and security of others |
| To be cared for | To care for others |
| To be respected | To respect others |
| To be treated with courtesy, by adults and children | To be courteous to adults and other children |
| To be heard | To listen to others |
| To be valued for what they can offer | To value the contribution of others |
| To receive praise, for every effort and success, so that they feel good about themselves | To praise the efforts and successes of others |
| To be in an environment where learning can take place | To avoid behaviour that will disrupt the learning environment for others |
| To be in a clean environment | To keep the school tidy |
| To be in an interesting and stimulating environment that is properly equipped | To help create and sustain an interesting and stimulating environment, and to look after the school and its equipment properly |
| To know what reasonable and consistent expectations are made of them by adults | To work hard to meet these reasonable and consistent expectations |
| To be dealt with fairly and consistently, by adults and pupils | To deal fairly and consistently with others |
| To have their own opinions and beliefs | To respect and tolerate the different opinions and beliefs of others |
| To develop independence and self-discipline | To exercise independence and self-discipline responsibly |

Derived from these rights and responsibilities are the expectations of good behaviour that we want from the pupils at **Water Street Primary School**.

PROCEDURES FOR IMPLEMENTING THE POLICY

REWARDS:

The following examples show some of the ways in which teachers may acknowledge good behaviour. Teachers have discretion to use appropriate rewards which are open to all and which take into account the age and abilities of children. Teachers should be careful to look for every opportunity to praise and encourage good behaviour, in accordance with the school philosophy described in this policy.

Words of praise

Sticker, smiley face or appropriate comment on child's work

Highlighting a child's work in the classroom

Telling parents after school when they collect children

An 'in class' system – this can be different in each class and specific to the age of child

Lunchtime supervisors in the dining room/playground also give out raffle tickets to give to children they spot being good role models

Lunchtime Stars – awarded by Senior Midday Supervisor

Highlighting individual children in 'Star Book' assembly

Asking the children to bring a special piece of work to the Headteacher

'Class Stars' – these are awarded in assembly on Friday

STAR Book Assemblies

An important and positive feature of this policy are the weekly **Star Book Assemblies**. The whole school comes together to celebrate the children's achievements that week. As part of the Friday assembly each classes '**Stars**' will be announced, along with the **Headteacher's Award** and **Lunchtime Stars**.

Class Star certificates (which include photographs) are displayed in the main entrance for that week.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management
- Appropriate curriculum match to ensure pupils are engaged, motivated and challenged in lessons at the appropriate level
- Establishment of effective relationships
- Teaching of co-operative strategies

Behaviour Logs/Orange Books/Red Book

Inappropriate behaviour and sanctions are dealt with following the follow chart in appendix 1.

Orange books are used to record incidents at stage 1 & stage 2, while more serious incidents are recorded in the school red book.

Orange and red book entries are also recorded on CPOMS.

For further information, please refer to the flowchart at the end of this policy.

GENERAL GUIDELINES ON SANCTIONS

Teachers' own experience and commitment to the *schools' Vision Statement* and the listed rights and responsibilities in this policy will illustrate the sort of environment we wish to create in school. The emphasis will always be that teachers **EXPECT** children to behave well and that poor behaviour is an exception.

Most instances of poor behaviour will be dealt with by the Class Teacher quietly and professionally according to the guidelines of this policy.

It is recognised as important that a child who has been behaving badly is taken to one side to discuss the behaviour and is not 'told off' in front of the class.

It is recognised that individual children should not be labelled as inherently bad or poorly behaved. Teachers will try to heal any breach in the normally good relationship between teacher and child as soon as possible.

The emphasis will be on the positive of recognising good behaviour rather than the negative of highlighting bad behaviour.

It is impossible to produce lists of all occurrences that promote or contravene the principles set out in the table of rights and responsibilities. Teachers should discuss and agree the few school and classroom rules with children and ask them to contribute their ideas to make working together as pleasant as possible

Sanctions

As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff in our mutual desire to create a just, safe and happy learning environment.

When dealing with inappropriate behaviour, staff should follow these three over-riding rules:

- Be calm – children should be spoken to calmly and firmly referring to what sanction may be needed and why the action is being taken.
- Logical consequences - These generally have two steps. The first step is to stop the misbehaviour. The second step is to provide an action that reminds children of the rules, reinstates the limits, and teaches alternative behaviours.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If a child breaks a rule or shows signs of negative behaviours:

- Non-verbal signal / warning
- Verbal warning/s
- The child will be given at least one warning about their inappropriate behaviour or actions
- Time out
- Missed minutes of playtime – age appropriate
- Referred on to see Headteacher to discuss behaviour

- The Headteacher has the discretion to take any other appropriate action deemed necessary.

Dining Room Lunchtime Supervisors will follow the same procedure outlined as above.

Lunchtime supervisors will record behaviour incidents and this information is passed to the class teacher immediately after the lunch break

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant the SENCO would be asked to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND Policy).

School responsibilities:

- It is important that children are consistently taught a range of school routines that reinforce the personal responsibility that we have towards our school community and in line with the School's Home School agreement.
- Good attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. Break and lunchtime

Parent responsibilities

- Know the rules and commit to the Home/School agreement
- Support the child in understanding their responsibility to their school community.
- Support the school in implementing the school behaviour policy.
- Discuss any concerns with teachers and staff. Let us know if you have any concerns or worries.

Children's responsibilities

- Know the rules and commit to the Home/School agreement
- Pay attention to the School's Behaviour policy by following the principles of positive behaviour outlined within it.
- Take and accept personal responsibility for the impact and the consequences of their actions within the school community.

The essence of the policy is mutual trust and confidence in the shared goals of good behaviour, together with an understanding and acceptance of the rights and responsibilities of everyone in the school community.

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| Date Adopted | May 2023 |
| Next Review | May 2025 |
| Reviewed By | Full Governing Body |
| Status | Statutory |

PREVENTING INAPPROPRIATE BEHAVIOUR FLOWCHART

Stage 1: In class and child appropriate behaviour sanctions, which deal with low level disruption and poor behaviour choices (including breaktimes & lunchtimes). If this is persistent then move to Stage 2.
Class Teacher / Classroom Staff to be informed about any inappropriate playground behaviour



Stage 2: Orange Behaviour Book: Used for persistent low level disruption in class and inappropriate behaviour choices (including breaktimes & lunchtimes) or used for a more significant incident (age appropriateness and professional judgement used)
Parents to be informed by class teacher
Recorded in class orange book (kept in Headteacher's office & recorded on CPOMS)



Stage 3: A repeated pattern of behaviour in the orange book (3 times), results in an entry in the red book.
A serious incident will go straight to the red book.
The Headteacher will speak to child and parents.

Playground incidents will be communicated to the class teacher. Incidents of a more serious nature may also result in an immediate entry in the school Red Book.

Some pupils may have an individual behaviour plan.

The Governing Body retains the right to exclude a pupil from the school on grounds of discipline.