



Brynmill Primary School

Positive Behaviour Policy

Introduction

At Brynmill Primary School we like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with promoting positive attitudes to behaviour.

We believe that good behaviour needs to be carefully developed. We think young children learn best when they are clear about what it is that they are supposed to do and when they are constantly encouraged to do it. This policy sets out:

- What we mean by good behaviour.
- What we think are the benefits of good behaviour.
- How we encourage good behaviour in school.

Aims of this policy

- **To develop frameworks within which initiative, responsibility and sound relationships can flourish**
- **To enable children to develop a sense of self-worth and a respect and tolerance for others**
- **To produce an environment in which adults and children feel safe, secure and respected**
- **To create a consistent environment that encourages and reinforces good behaviour**
- **To define acceptable standards and the principles of good behaviour**

What do we mean by good behaviour?

At Brynmill Primary, we have a clear set of routines so that the children know what is expected of them at a given time. Our belief system for appropriate behaviour is supported by Charters and consequences / sanctions which are regularly shared with the children and prominently displayed in all classrooms. Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement is the best way to achieve good behaviour, to reward good behaviour and to help those who struggle to make the right choices with their behaviour.

What do we mean by discipline?

Discipline is **not** control of children – many children are not easily controlled. When children’s lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. An important long-term goal is to teach self-discipline. We believe that discipline is about leading by example, guiding, encouraging and instructing children within a framework of rights, responsibilities and rules (the 3 Rs). We should work together to create a caring community atmosphere.

THE UNDERLYING PHILOSOPHY AND PRINCIPLE:

- 1. We are gentle**
- 2. We are kind and helpful**
- 3. We listen**
- 4. We are honest**
- 5. We work hard**
- 6. We look after property**

Developed by Jenny Mosley

We have many systems set up across the two phases of the school (Foundation Phase and Key Stage 2) to accomplish our aims, but the intended outcomes are exactly the same, irrespective of the age of the child, in order to highlight positive behaviour and raise children’s self-esteem.

Circle Time is timetabled in each classroom weekly. This is a forum for the class to discuss issues that are causing them concern. This might include bullying; exclusion; friendships; playground disagreements etc.

Each class establishes its own 'CHARTER' during the first weeks of the academic year. the classroom charter is based on The UN convention 'rights of a child' They will be positively written, fair and certain. Although each class will have differently worded charters, they will all reflect the underpinning philosophy and will be based around the rights and responsibilities of the individual.

Each Class Charter is based on the following rights:

Article 12 the right to say what should happen

Article 13 the right to information

Article 24 the right to good food, water and to see a doctor when ill

Article 28 the right to learn and go to school

Article 29 the right to be the best that we can be

Article 31 the right to relax and play

Article 19 the right to be safe

Charters are displayed in each classroom. A ‘Behaviour Contract’ is drawn up in each class at the beginning of a school year and each child signs it.

Each classroom has a mood board and check in /check out display. This is to enable the children to recognise their emotions and helps teachers to monitor emotions within the class.

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'You OWN your OWN behaviour' is what we teach the children to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

Circle time is an integrated part of the curriculum where lots of issues are discussed and strategies are spoken about.

Restorative Practices

Restorative practice is a strategy that can be used to resolve minor incidents that occur in our school.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s). Set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

- What happened?
- Who has been affected and how?
- How can we make things right?
- What have we learnt so as to make the right choices next time?

The teacher acts as facilitator. It is the children themselves, who come up with the solutions. (All staff members have had RP staff training.)

Family & Well-being Leader

Well-being is a priority in Brynmill. Our family and Well-being Leaders are available for restorative practice and follow up work for well-being and behaviour issues throughout the day. Children can be removed from class for follow up work.

Benefits of good social behaviour

By encouraging good behaviour we know we will be supporting our ethos at Brynmill Primary, one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

We encourage children at Brynmill Primary to play an active role in their education and to develop their self-confidence. We aim to create an environment in which children can achieve their full potential and do as well as possible in their school work. We want them to have a sense of identity with their school and show a high degree of self-motivation.

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As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and our children are free to realise their potential.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear intentions and outcomes, which are understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and labelled to aid accessibility and reduce uncertainty and disruption.

Displays should provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Reward Systems

There are times when we feel it is appropriate to acknowledge good behaviour in a special way. Good behaviour is expected throughout the school. Our class rewards system is linked to class dojo in Brynmill. We have a positive rewards system linked to '**Golden Time**'.

- In KS2, children can receive do jo points for good behaviour, sustained effort and general positive actions throughout the school.
- In FP and KS2 Behaviour is linked to Whole school reward systems ('Golden Time'; Golden Table; Star of the Week)
- Whole school Assembly is used to highlight individual achievements made by pupils in class during that week. A 'Star of the Week' is nominated by each class teacher. A photograph of that child is displayed on the 'Stars of the Week' display board.

Lunchtime

- Lunch-time supervisors have access to a warning and loss of Golden Time system, similar to that used by teachers. Playground rules will be on display.
- Lunchtime supervisors will use the sun and cloud system linked to golden time and enrichment activities.

Football

Rules have been discussed and created with the children. There will be consequences of inappropriate behaviour with the timetabled football sessions at playtimes.

Golden Time/Enrichment Activities

Golden Time is used a Friday afternoon. All children start with the same number of minutes of Golden Time. Incidents of inappropriate behaviour will result in loss of Golden Time (5 minutes for each incident). Teachers decide on Golden Time activities and children sign up for their chosen activity. Children who have lost part of their Golden Time do not take part for the amount of time that has been lost. If a child has lost all their Golden Time, he /she will take work to the Head Teacher's room and complete it there. There will be opportunities for children, who continue to lose all of their 'Golden Time', to 'earn' back lost minutes of Golden Time during the week. How this is done will be decided by the child and their teacher. A contract will be signed by the child.

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Consequences

At Brynmill Primary we feel it is important to have consistency for helping children who have difficulty with finding the right behaviour. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life. Where rules are not followed we have a system of consequences, which, we feel, deals effectively with the inappropriate behaviour.

The following tables outline the undesired behaviours and the resulting consequences

Low Priority behaviours	Medium Priority behaviours	High Priority behaviours
<ul style="list-style-type: none"> • Name calling/ deliberately unkind e.g. put downs • Misuse of school property • Messing about/ preventing self and others from working - fiddling/ distracting • Poor participation in class activities - not paying attention • Delay tactics such as wandering around the classroom or needlessly visiting the toilet • Swinging/ rocking on chair (repeatedly) • Lying - dependant on context e.g. in defence • Not responding to adult when called. 	<ul style="list-style-type: none"> • Persistent repetition of Low level behaviours • Purposeful defiance • Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) • Rough play - pinching and pushing • Misbehaviour in toilets • Lying - dependant on context e.g. in defiance • Ignoring instructions • Misbehaviour in the dining hall • Non directed swearing • Climbing on school furniture • Cruel name calling with intent to belittle e.g. friendship issues that can be resolved with intervention • Responding inappropriately/ rudely to correction of behaviour from adult 	<ul style="list-style-type: none"> • Persistent repetition of medium level behaviours • Absolute defiance • Wilfully damaging property or damaging property as a result of a more serious misdemeanour • Throwing dangerous objects with the intention to hurt • Swearing at member of staff • Arguing with a member of staff • Refusal to cooperate with requests • Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff • Racist comments • Extremely aggressive behaviour towards others • Biting • Fighting

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	Action to/ for the child	Other - for staff
Stage 1 – in class	<p>1) Positive reinforcement of desired behaviour</p> <p>2) Visual signal from staff that the behaviour is unacceptable</p> <p>3) Reminded of Class charter</p> <p>4) Verbal warning given</p> <p>5) Placed on grey warning cloud</p> <p>This could also result in included 'Time Out' in designated area within classroom if deemed necessary by class teacher</p> <p>5) Placed on 'sad' cloud – loses 5 minutes 'Golden Time'</p>	<p>- if further investigation for purposes of clarity is needed, ask those involved to remain behind at end of session.</p> <p>- Class teacher to seek support from other colleagues</p> <p>- Class teacher to keep log of informal notes - type/ frequency of behaviour</p> <p>Also see 'Additional actions/ consequences that may be taken'</p>
End of stage 1 - progressing to stage 2		If worrying pattern is identified, the member of staff needs to provide documented evidence.

Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others. Restorative practices and systems are used.

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	Action to/ for the child	Other - for staff
Stage 2 – Medium Priority Behaviour	<p>Red Time out card -</p> <p>1) Child sent to support rooms/ Senior teacher for remainder of the session and child receives sanction e.g. misses 5 minutes of following playtime</p> <p>2) Responsible pupil follows with description of misdemeanour (<i>on label - initialled please</i>) & work.</p> <p>3) Child completes 'Think Sheet'</p> <p>4) Should a child refuse to cooperate (e.g. with a red card): - a responsible pupil is sent to nominated senior members of staff The child then moves to stage 3.</p> <p>2 red cards in a week = letter home</p> <p>Next 2 red cards in a week (or significant weekly pattern of red cards) = Letter to invite parents to a meeting to discuss behaviour - move to stage 3</p>	<p>Involve ALNCo & parents.</p> <p>Child placed on SEN list and IEP/ Behaviour Plan drawn up based on pattern of behaviour. A home school diary may be set up following discussions with parents.</p> <p>Guidance may be sought from other agencies and the ALNCo who might provide support for the child</p> <p>- Staff must log and keep a record of the behaviours</p>

Stage 3 High Priority	<p>1) Pupils showing high priority behaviours (not considered to be out of control) will be shown Red Time out Card</p> <p>2) Behaviour to be discussed when calm.</p> <p>3) If the behaviour continues or deemed to be out of control move to stage 4</p>	<p>Senior Teacher and FWL to deal with behaviour</p> <p>Loss of playtime</p> <p>Loss of significant portion of golden time</p> <p>Dojo message to parents</p> <p>(continued high priority pattern to have targeted behaviour plan and</p>
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		lead to internal exclusion)
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If little progress is being made to improve behaviour identified as targets within the time frame agreed, or if additional misbehaviours of concern occur, in addition to the previous steps, a member of the Leadership Team will become involved. An IEP/ Behaviour Plan will be issued and behaviour recorded. The Head teacher will be informed

Stage 4 High Priority	4) Pupils may be excluded from the school at lunch time 5) Pupils may receive a fixed - term exclusion. 6) Pupils may be permanently excluded	Head teacher, ALNCo & Class teacher meeting with parents Review meetings set
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Stage 1/ 2: Additional actions/ consequences that may be taken are:

- Planned ignore
- Child may be required to write an account of what happened
- Child may be reprimanded
- Child may need to apologise, either verbally or in writing
- Child may be required to do jobs in their own time
- Position in class changed to prevent recurrence and remove temptation
- Be separated from others for a specific period
- Loss of break time (this must be supervised)
- Catch up with the work missed in lesson time, during their leisure / play time
- Loss of Golden Time (5 minutes for each incident)
- Loss of Privilege
- Miss part or all of playtime
- Tidying up mess made
- Community duty e.g. tidying playground / cupboard for damage done
- Restorative justice
- Pupils may have their behaviour monitored over a period of time and then reviewed

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- Where property is damaged, parents are informed by letter and asked to contribute towards replacement costs

Wherever possible, the consequence should be appropriate for the behaviour.

Fresh Start: although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

***Staff will endeavour to keep parents informed where possible. (class dojo)**

Fixed and permanent exclusions

Only the head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a pupil for fixed periods, for up to 45 days in any school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately giving reasons for the exclusion and informs the parents how to appeal. The Head teacher informs the Local Education Authority (LEA) and the Governing Body about any permanent exclusion, and about any fixed exclusions beyond 5 days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The governing Body has a Discipline Committee whose role is set out in strict guidelines whenever a child is excluded from school.

Playtime/ Lunch time behaviour management

For low/medium level behaviours:

- Positive reinforcement of desired behaviour
- Reminder of playground/ lunchtime charter- **1st chance**
- Time out area (max 5 minutes) to designated area in the playground (or dining hall if eating lunch) (*Children may be **warned** that their position in dining hall will be changed to prevent recurrence and remove temptation if their behaviour does not alter*) - **2nd chance**
- Further time out (max 10minutes). **Last chance**, warning that if behaviour doesn't alter it will result in loss of Golden time and/ or privilege.

If the behaviour has not altered, children will have their position in dining hall changed to prevent recurrence and remove temptation.

Time out must always be supervised

For High Priority Behaviours:

ALNCo and Senior Leadership team ensure children are safe and parents will be informed and a plan will be put into place.

Special Educational Needs

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In exceptional circumstances, where a pupil with Special Educational Needs is unable to understand or comply with this policy because of the nature of their difficulties, a different range of rewards and sanctions will be agreed between the school and the pupil's parents.

Roles

Pupil Voice Groups

Emotion Coaches, Blues Busters and Prefects all have a specific role to act as role models of excellent behaviour. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action. If the school has to use reasonable sanctions/consequences, parents should support the actions of the school.

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If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should contact the Chairman of the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We feel that all the above is most effectively achieved when we work in **partnership** with parents.

If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion. If there is an ongoing issue parents are to contact ALNCo/ Behaviour Manager at the school. (Mrs Jenkins)

Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the Positive Behaviour Policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

Brynmill Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Teachers at Brynmill Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

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Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that their class behaves in an appropriate and responsible manner during lesson time. And that they discuss any matters arising.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Head teacher

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

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Monitoring and review

The monitoring of this policy is the responsibility of the Inclusion Co-ordinator. The work of the co-ordinator also involves supporting colleagues in this area, being informed about current developments and providing strategic direction.

This policy will be monitored annually and reviewed in line with the policy review cycle.

This policy will be reviewed in Autumn Term 2019

Policy approved by Curriculum Committee in Summer 2017

Policy Ratified By Governors on -----

This policy will be reviewed in -----

**Signed:.....
Behaviour Manager**

**Signed: -----
Headteacher**

**Signed: -----
Chair of Governors**

A life in your hands'

If children live with criticism, they learn to condemn,

If children live with hostility, they learn to fight,

If children live with ridicule, they learn to be shy,

If children live with shame, they learn to feel guilty,

If children live with tolerance, they learn to be patient,

If children live with confidence, they learn confidence,

If children live with praise, they learn to appreciate,

If children live with fairness, they learn justice,

If children live with security, they learn to have faith,

If children live with approval, they learn to like themselves

***If children live with acceptance and friendship, they learn to find love
in the world.***

Dorothy Law Holte

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Dear

POSITIVE BEHAVIOUR STRATEGY

As you are already aware we have drawn up a Positive Behaviour Policy with the children setting out our expectations regarding acceptable behaviour in school. The Policy is based on the three principles of Rules, Rewards and Consequences.

Our Rules are kept to a minimum and emphasise respect for other children and all adults; respect for property; that we expect children to always try to do their best and that we speak to and treat others, as we would like to be spoken to and treated ourselves.

As part of the Rewards and Consequences system we have introduced 'Golden Time' on a Friday afternoon when those children who have behaved appropriately during the week are rewarded for their good behaviour and those children who have not, miss this time as a consequence.

Unfortunately.....has now lost all his Golden Time on two occasions because he has not always acted in a responsible way and therefore not earned this additional reward.

At this stage I would ask you just to talk to.....and reinforce our expectation of positive behaviour in order for all the children to be able to learn and teachers to be able to teach in a safe and secure environment. I am certain that by working together we can help to see the need for good behaviour at all times in school.

I look forward to the time when I see that.....is earning his Golden Time every Friday, like the vast majority of children at school. However, if the problem persists I shall write again.

Thank you for your support in our efforts to promote positive behaviour at school.

Yours sincerely

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J. Simons
Headteacher

Dear

POSITIVE BEHAVIOUR STRATEGY

This is the second time that I have had occasion to write to you concerning.....loss of Golden Time as a result of his inappropriate behaviour.

Unfortunately..... has now lost another two Golden Times because of his reluctance to respond positively to our expectations.

I would therefore ask you to contact the school to make an appointment to meet with the class teacher to discuss the way forward. Thank you.

Yours sincerely

J. Simons
Headteacher

Positive Behaviour Policy

Dear

POSITIVE BEHAVIOUR STRATEGY

I am very pleased to report that..... has been trying really hard to respond in a positive way to our school rules and expectations and consequently there has been a significant improvement in behaviour since our meeting. This also means that he has now been earning his Golden Time on Friday afternoons too.

We are delighted at this change of attitude and have praised for this improvement. We are certain that you would wish to congratulate him too and by so doing reinforce our praise and his success.

We look forward to seeing a continuation of this good behaviour in the future.

Yours sincerely

J. Simons
Headteacher