

POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY



ST BARNABAS C OF E PRIMARY ACADEMY

BEHAVIOUR POLICY

VISION

We believe that all pupils at St Barnabas C of E Primary Academy have a right to education, care, safety and an opportunity to develop and enjoy good relationships underpinned by our values and ethos. We also believe that all staff should have a right to teach and support pupil's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning.

It will encourage independence, self-reliance and ultimately self-discipline and a sense of responsibility.

AIMS

- To foster high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.
- To promote our values through positive behaviour within school and the wider community
- To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.
- To actively promote good behaviour through positive encouragement and rewards rather than negativity and consequence.
- To provide a simple and fair framework of expectations, which is understood by all and applied consistently by every member of staff.
- To promote self-respect and develop self-esteem through high expectation of standards of dress and cleanliness.
- To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- To promote a partnership between teachers, parents and pupil to develop mutual respect and understanding.
- To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

OBJECTIVES

- To expect and demand high standards of behaviour at all times.
- To expect and demand politeness and good manners at all times.
- To teach pupil to listen when appropriate, not to interrupt others and to learn to take turns.
- To celebrate success, both social and academic.
- To encourage the acceptance of an increasing level of responsibility.
- To build and consolidate feelings of self-respect and self-esteem.
- To provide opportunities for pupil to work towards the goal of self-discipline.
- To promote good behaviour through our vision, values and ethos.

TEACHING AND LEARNING

- All classrooms will be well managed and organised reflecting the high standards expected.
- All work provided will be relevant, appropriate and stimulating.
- All areas of school will be kept appropriately tidy, both by staff and pupil.
- All members of staff will expect high standards of behaviour from all pupil at all times.
- In conversation pupils will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible.
- All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.
- In teaching situations pupil will be expected to raise their hand before addressing a member of staff, where appropriate.
- Pupil will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns.
- Class teachers have responsibility for individual pupil's behaviour within their classroom but must communicate any concerns to the Assistant Principal of that Key Stage so that strategies can be discussed and agreed before more formal steps are required. The SENCO will then be informed to discuss further needs of individual pupil.
- **The use of rewards will heavily outweigh the use of consequences.**
- Consequences will involve the expression of disappointment, displeasure or surprise.
- Private rather than public reprimands will be made whenever possible (RIP).
- Humiliation will not be used.
- Criticism will focus on the behaviour NOT the child.
- Pupils MUST NOT be excluded from lessons as a consequence.
- Pupils MUST NOT be left unsupervised.
- Staff will not negotiate with pupil in matters of discipline. (individual views should be listened to but staff must not be drawn into arguments when investigating incidents)
- All pupil must be treated equally in matters of discipline.
- All pupils start afresh each day, except EY and pupil on IBPs who start fresh from lunch time
- Structured teaching of behaviour and self-esteem comes through our PSHE scheme. Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.
- Every September the class teacher must discuss the class rules with their pupils. They must be displayed in the classroom all year and be based on the school Golden Rules.
- Class teachers are to use the Traffic Light System to manage behaviour in the classroom

SCHOOL RULES

1	Respect yourself, each other and the environment
2	Show good listening.
3	Do as adults ask first time.
4	Use kind hands and words.

TRAFFIC LIGHT SYSTEM

Every classroom should have a traffic light system on display. If pupils are displaying low level behaviours warnings and consequences will be given. Pupils will be moved from green to amber to red for continued low level disruption. Warnings will be given to all pupils before their name gets moved. Pupils have the opportunity to change their behaviour and move back up the traffic light system. If a child moves to red then the class teacher will deal with these behaviours in class and parents will be spoken to at the end of the day, if appropriate. Teachers will monitor pupils who end up on red. At the end of each session the traffic light will be reset to green for all pupils.

OUR SCHOOL REWARD SYSTEM

St Barnabas C OF E Primary Academy uses class behaviour tokens as a rewards system. Each day the class can earn a collaborative token for behaviour. These tokens build to reward events throughout the year. The tokens are displayed in a reward jar. The class can receive a behaviour token for the following behaviours:

- Good behaviour
- Positive manners
- Good learning
- Effort
- Helpfulness
- Being kind and thoughtful to others
- Good work
- Excellent sitting

The class will collect behaviour tokens progressively throughout the year building towards four class rewards:

- 20 Tokens - Bronze = 1 hour children's choice creative time.
- 75 Tokens - Silver = Afternoon of children's choice creative time.
- 150 Tokens - Gold = Day of children's choice creative time.
- 200 Tokens – Platinum = Class trip.

As well as the class tokens it will be expected that staff reinforce all good behaviour with positive praise wherever possible. Such as:

- Verbal and tangible rewards e.g. praise, written comments and stickers.
- Special mentions in class – public praise in front of peers.
- Displaying pupil's work.
- Showing pupil's work to parents, other teachers and the Principal.
- Giving pupils classroom responsibilities.
- Valuing pupil's opinions through circle time and allowing pupil the opportunity to praise each other

In addition, we will be implementing a daily class star of the day. This should be clearly displayed in the classroom – laminated stars to follow. Stars will be given a lanyard to wear, once arrived.

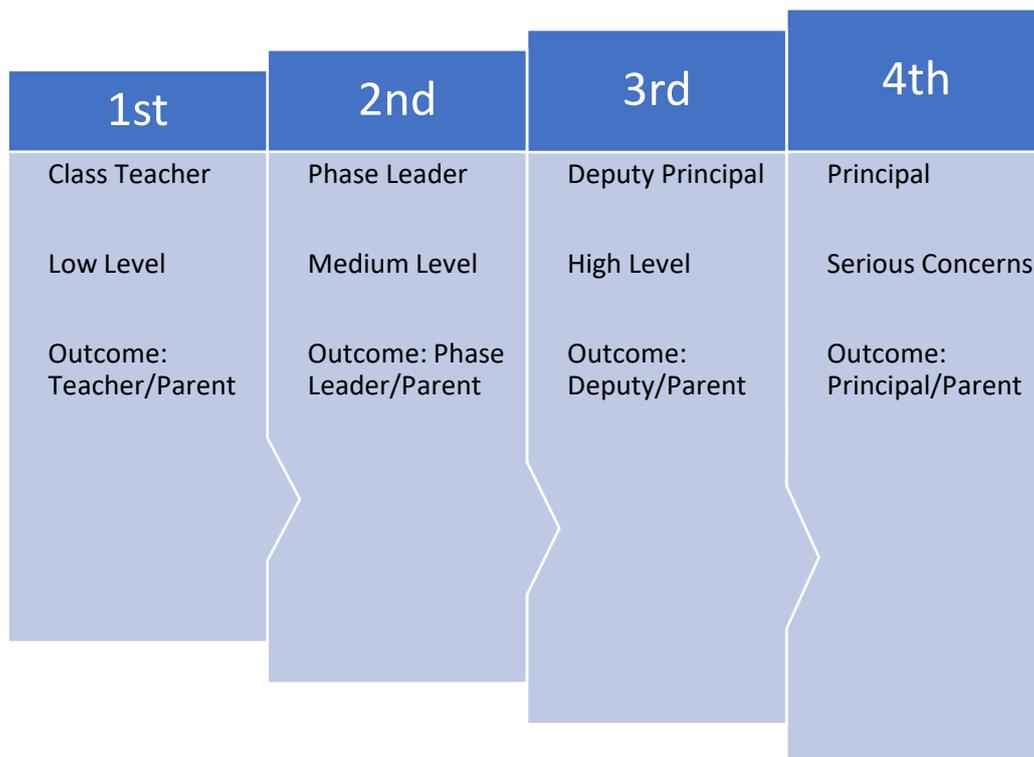
CONSEQUENCES

At St Barnabas C of E Primary Academy all pupils are expected to behave in a positive way. However, at times pupil may make wrong choices and consequences are needed. In the use of consequences, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of consequences to register disapproval of unacceptable behaviour.

LOST LEARNING

At times some pupils at St Barnabas C of E Primary Academy do not always complete their work in the time given, due to inappropriate behaviour. As a result of this the school has "Lost Learning" time. Lost learning occurs from Year 1 to Year 6. It last between 5 and 10 minutes and is led by the class teacher during the beginning of break or lunch time. This enables pupils who have not completed their work, time to complete work and get additional support from the class teacher.

BEHAVIOUR FLOW CHART



Examples of low-level behaviour are:

- Shouting out
- Not listening
- Not following instructions
- Disturbing learning
- Not following school rules

Examples of medium level behaviour are:

- Damaging property
- Stealing
- Being disrespectful
- Swearing
- Repeated low-level behaviour

Examples of high-level behaviour are:

- Physical attacks on pupils or staff
- Racist incidents
- Homophobic/Biphobic or Transphobic incidents
- Bullying

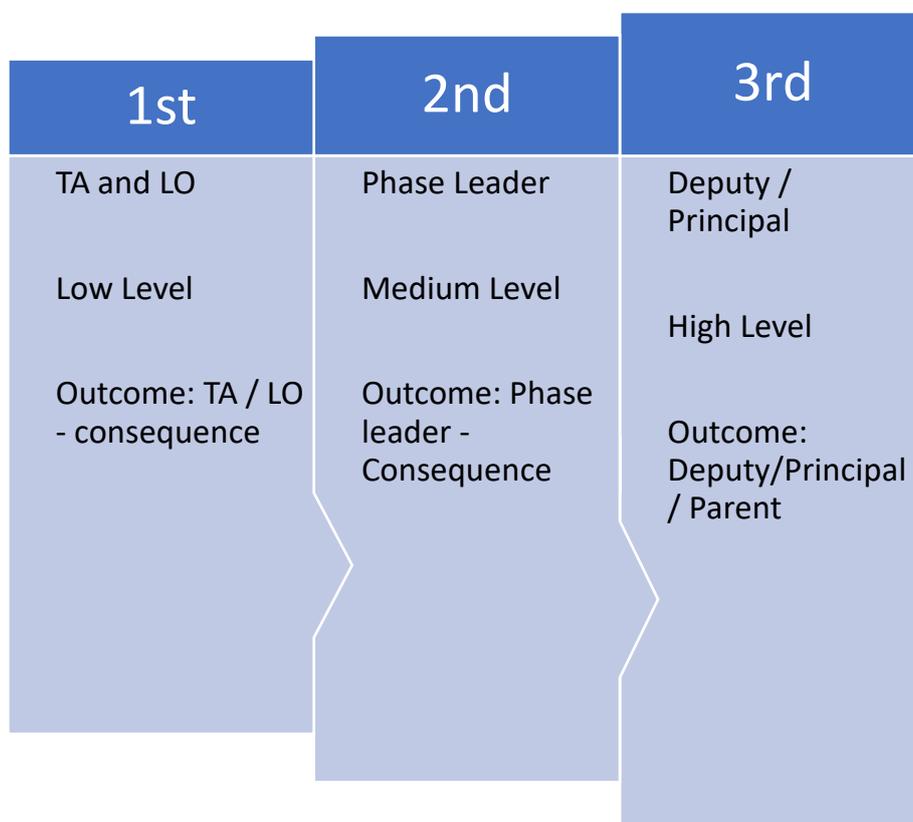
Examples of serious concerns:

- Risk of permanent exclusion

LUNCH TIMES

- Good behaviour at lunch times must be rewarded frequently by the lunchtime organisers in the form of smiles
- All pupil must treat lunchtime supervisors with exactly the same respect they would afford any member of teaching staff
- They should observe the same playground rules they do at any other time of the day
- On completing their meal pupils will leave the hall in an orderly fashion
- Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary
- Any pupil demonstrating anti-social behaviour will dine with a member of the SLT
- At lunchtime pupils will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression

LUNCH TIME BEHAVIOUR FLOW CHART



WET LUNCHTIMES

During wet lunchtimes pupils must go to the toilet before returning to their classroom after eating their dinner. Each classroom will have a range of different activities available for pupils to do. 1 lunchtime supervisor will remain in each classroom. Wet dinnertime equipment will be stored separately to classroom equipment and pupils must not use any classroom materials during lunchtimes.

PARTNERSHIP WITH PARENTS:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

Other related policies

- PSHE
- R.E
- Health and Safety
- Child Protection
- Equal Opportunities
- Inclusion
- Special Needs
- Anti-Bullying

REVIEW

This policy will be reviewed bi-annually by the Behaviour Subject Leader, the link Governor and the Principal. Any alterations that come from this review will be discussed and ratified by the appropriate governing body sub-committee.

St Barnabas C OF E Primary Academy Behaviour Incident Form

Section A: Staff Details

Name		Date	
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After completion this form needs to be attached to CPOMS and the paper copy given to the Principal

Section B: Details of Incident

Types of Incident:

Behaviour incident		Sexual Orientation incident (homophobic/biphobic)		Bullying incident	
Racist Incident		Religion Incident		SEN incident	
Gender identity incident (transphobic)		Gender incident (Sexism)		Cultural incident	

Nature of Incident:

Physical (Child)		Physical (Adult)		Verbal	
Psychological		Cyber		Property	

Details of those involved:

Victim	Name	Year Group	Class Teacher	Other relevant information
Perpetrator	Name	Year Group	Class Teacher	Other relevant information

Details of Incident:

Date	Place	Time

Witnesses	
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Repeat Incident or Serious incident	
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Any Relevant Information:

Action Taken:	
Details of others involved:	
Actions for follow up:	
Date for reviewing:	