

BATTLE PRIMARY SCHOOL

Positive Behaviour Policy

Behaviour Ethos

We feel that by emphasising the positive and not the negative aspects of behaviour, we bring out the best in the children. We encourage and teach good behaviour through praise and rewards. All staff, teaching and non-teaching, endeavour to praise each child whenever the opportunity arises.

Misbehaviour is identified through not paying heed to the school rules. Generally, misbehaviour occurs through thoughtlessness, so we do our utmost to talk through the situation with the child in an effort for them to understand our concern. We aim to liaise closely with parents to ensure that if sanctions or loss of privileges occur we are able to deal with any problem in partnership.

Please remember that at all times we are the role models for the children.

BEHAVIOUR POLICY

One of the agreed aims of the school is 'to maintain a happy, friendly learning environment, which fosters confidence, kindness, respect and trust and ensures each child feels included, valued and secure'. Our behaviour policy and practice will reflect the values underpinning this statement.

The aim of our behaviour policy is to encourage every pupil to behave in a responsible manner. It is based on the concern for the rights of all individuals and leads to pupils exercising self-discipline. The school code of conduct is designed for the good of everyone. We aim to foster a tolerant, caring attitude towards others, as school should be a happy and secure place for all. All children have the right to an education, which offers them the best opportunities to work hard, be happy and make good progress. School staff and other adults create the right environment and opportunities for this to happen. Unacceptable behaviour will be dealt with in accordance to our stated policy. Our behaviour policy was produced by all the staff working together, involving children and parents in the process. It is based on the guiding principles and beliefs that we seek to promote at Battle Primary.

The behaviour policy applies to all staff, children and visitors to the school. Parents / carers of our pupils are informed of our behaviour policy and any difficulties their child may have are discussed through direct contact, regular parent / teacher consultations and our home / school agreement.

Aims and principles

We believe that the most effective way of achieving our aims is to encourage, teach and praise positive behaviour. Our agreed school code of behaviour is that: 'Everyone will act with courtesy and consideration to others at all times'.

The following are the underlying principles we wish to nurture throughout school:

- Treat all members of the school community with respect and consideration
- Value other people, their work and their opinions
- Respect the culture and beliefs of all members of the school community
- Have an understanding of the difference between right and wrong
- Be polite, co-operative and friendly
- Understand that the school code of conduct applies to all and is followed for the safety of all
- Appreciate the school environment and respect the property of others.

Rights and Responsibilities

We have identified certain key rights and responsibilities that belong to every member of the school community:

Our rights are to:	Pupil responsibility	Staff responsibility
Be able to teach and to learn	to be punctual and ready for the lesson, to listen and be involved in the lessons, to follow instructions, stay on task, to ask for help, to work as asked by the member of staff	to plan and teach the curriculum to the best of our abilities, make lessons relevant to the children's abilities, provide necessary support and resources for learners, to assess children's next steps in learning
Be shown respect and valued	to include others, speak politely, welcome new people to school, share with each other, support and praise each other To listen to everyone	model expected behaviour show mutual respect to community, welcome any new comers to school, share ideas etc., support and praise each other

Feel safe	to play safely, keep our hands and feet to ourselves, say no to bullying, speak to a member of staff if there is a problem	listen to problems and help solve difficulties Actively promote personal safety and intervene, if necessary
Settle disputes fairly	speak quietly and calmly, give others a chance to speak, be honest with ourselves and others, bring problems to class or school council	speak quietly and calmly, give all concerned a chance to speak, be consistent in decisions
Personal safety	move around the school safely, be at the right place at the right time, follow instructions	check own classroom, communal areas etc. for safety issues on regular basis, be prompt when on duty
treat property with care	treat school and other's property with great care, leave valuables at home, tell a member of staff if something is damaged	remind children about personal property, keep valuables safe, when necessary

These expectations of behaviour are displayed in each classroom using 'child friendly' language in the form of a class rules poster. This will have been agreed upon by the class at the beginning of that academic year and signed by every pupil in your class. Additionally, the 6 principle rules of Battle Primary are displayed in every room and around the school. Namely:

1. Show respect
2. Try hard
3. Listen carefully
4. Take turns
5. Look after the school inside and outside
6. Be safe and sensible

Policy into practice

In the 'Behaviour' folder within staffshare you will find pro-formas for traffic light sheets, behaviour cards and letters for parents. In each classroom the 'Traffic Light' chart and card holders should be easily accessible for pupils.

Classroom behaviour

Traffic Lights/Good to be Green

The school behaviour policy is based on a traffic light card system. In every classroom there is a display where each child has a set of red, yellow and green cards. Every child starts each day on green. Children receive a warning for inappropriate behaviour and remain on green, the next inappropriate incident their name is moved to amber.

Additionally, if it is felt that a pupil needs to 'cool down' the teacher may ask them to reflect on their behaviour by sending them to a designated area.

However, this should never be for a period of longer than 5 minutes and the child should always be visible to the teacher.

If there is another incident they are moved to red and are sent out to their 'buddy class' (team leaders responsibility to arrange these). The child should take a workbook and it should be made clear how much is expected to be completed. If the required amount is not completed the child should be kept in the following break time to catch up. This is the responsibility of the Year groups Team Leader.*

***N.A to Nursery**

Staff need to ensure pupils are given sufficient warnings and opportunities to get back onto green.

When a child is sent out to another class, teachers are responsible for ensuring that parents have been informed. If the children misbehave in the next classroom then they are sent to another team leader. For very serious incidents in the class then a member of the SLT should be sent for. Children can also earn their way back up the traffic light through good behaviour or work. Each day the class teacher or teaching assistant is responsible for recording the colour each child is on, on the termly tracking sheet. At the end of every day any child that is still on green will receive a house point. Younger pupils may also receive stickers as a more immediate reward.

For continual red cards the following should occur sequentially:

- 1st red-Meeting between teacher & pupil
- 2nd red-Meeting between teacher, pupil, and team leader
- 3rd red-Meeting between teacher, parent, pupil and team leader
- 4th red-Meeting between teacher, parent, pupil, team leader and member of the SLT.

In Foundation Stage teachers will inform parents of any significant incidents on the day they occur.

At the end of each term each teacher needs to hand their tracking sheet into a deputy head. Any children who have been on 100% green all term will receive a certificate, a letter/text home and an invitation to an afternoon of

activities(cooking, football, dance etc). Those who have received more than 3 reds will have a meeting with the deputy head to reflect with the pupil on the possible patterns of poor behaviour and triggers. A letter will also be sent home reminding parents of our expectations on behaviour.

At the end of the academic year, a party celebrating the behaviour and excellent attitudes of those on green throughout the year will be held and the parents of those children asked to attend.

In Foundation Stage children will receive a “Good to be Green” sticker to encourage staying on green.

Loss of break/lunch

If it is felt a child’s behaviour warrants losing a break or a lunchtime, or to stay in and complete unfinished work, team leaders are responsible for co-ordinating this within their team.

Houses(from year 1 onwards)

The pupils are members of Houses named after local rivers:

1. Thames
2. Kennet
3. Holy Brook
4. Loddon

Pupils can be awarded House Points for positive behaviour or good work. These are collected at the end of each day and contribute to a whole school ‘House Total’ announced each Friday in assembly. At the end of each term the winning house is rewarded.

Playground behaviour

Playtime and Lunchtime Behaviour

The teacher on duty at playtime is responsible for overseeing behaviour and if they are unable to deal with a problem then the red card is sent to the office or a member of the leadership team to assist. At lunchtime the lunchtime controllers follow the same procedure by sending for a member of the leadership team if it is deemed necessary. A Time Out session is run daily at playtime and lunchtime where children if needed will be able to have a quiet reflection time in line with playground and lunchtime sanctions.

Time Out

Time Out takes place in the ICT suite lunchtimes and will be supervised, initially, by the Deputy Heads, in collaboration with the lunchtime controllers. Time Out is for children who have had a problem on the school playground and is not to be used as a punishment for classroom behaviour. The name,

class, misdemeanour, length of punishment and member of staff sending the child should all be recorded in the Time Out Log(kept in ICT suite). The pupil should also complete a 'reflection form' to be filed in the Time Out folder. The Red card should be used to call a member of the SLT if it is felt the behaviour may need further investigation and punishment.

Behaviour Report Book(kept in Head teacher's office)

With these serious misdemeanours, the SLT member should log the incident with date, children involved, incident and action taken all recorded. This is saved in the staffshare drive on the network. Similarly, any parental complaints regarding behaviour should be cross-referenced and if no previous record of the incident exists; logged in the same way.

Exclusions

For serious incidents exclusions will be used at the discretion of the Headteacher or deputy head teacher in their absence. This will be in accordance with Reading Borough Council's tariff system.

Restraint of pupils

Only staff who have received 'Team Teach' training should handle pupils. If a child behaves in such a way as to endanger the safety of themselves or others, or if a child refuses to co-operate, we will follow the procedures set out in the Positive Handling Policy.

Quiet Club

Quiet Club takes place at lunchtimes for selected children who find lengthy bouts of unsupervised play troublesome. During Quiet Club the children will take part in structured play activities. **Any adult who feels that a child needs to become a member of Quiet Club should speak to the Acting Deputy Head.**

Pupils attending Quiet Club will be given the opportunity to rejoin unsupervised play on the main playground at the Acting Deputy Head's discretion.

Equal Opportunities

The application of this policy will be in accordance with the school's current policy of equal opportunities. We share the local authority's belief that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnic or national origin, marital status or nationality.

Policy Date	Review Date	Review Committee
Sep 2011	Sep 2013	Curriculum