

Positive Behaviour Policy



September 2022

Adopted & ratified by full governing body 28.09.2022



POSITIVE BEHAVIOUR POLICY

MISSION STATEMENT:

To be the best we can in the sight of God

St Thomas' CE Primary School promotes Christian values through the experiences it offers to all children. As an intrinsic part of the community we aim to provide high quality teaching and learning where each and every child matters. We endeavour to create an atmosphere in which excellence and quality are paramount because everyone is encouraged to be the best they can in the sight of God.

OUR SIX AIMS

Aim 1: (Standards) To ensure that each child achieves their highest standard and makes good progress in all areas of school life.

Aim 2: (Teaching and Learning) To provide pupils with high quality teaching in order to meet each child's learning needs by means of a broad, balanced curriculum.

Aim 3: (Environment) To provide a secure, well resourced, high quality learning environment.

Aim 4: (Management) To support the work of the school by effective management of finance, curriculum, administration and personnel.

Aim 5: (Ethos) To create a happy, positive, inclusive school culture in which to promote our children's spiritual, moral, social and cultural development and in which all children feel valued.

Aim 6: (Partnership) To promote a mutually supportive learning partnership with governors /parents and to extend children's skills and interests to the wider community.

INTRODUCTION

Everybody who is associated within St Thomas' Leesfield School wants it to be a place where each child can learn and grow in a calm and safe Christian atmosphere, a place where people care for each other and where we all feel good about ourselves. To make sure this happens we need to ensure that we create a happy, positive, inclusive school culture in which to promote our children's moral development (see Aim 5). We promote tolerance and mutual respect within the British values, encouraging children to make reflective choices. (see Aim 5) A happy school is where quality teaching and learning can occur (see Aim 2) thus each child will be able to strive for the highest standards. We know that learning and teaching cannot take place without appropriate behaviour. We should **reward**

and praise all forms of positive behaviour. This policy explains how we try to encourage positive behaviour in our school.

ALWAYS EXPECTATIONS

St Thomas' Leesfield School employs strategies to help develop self-discipline and this in turn helps to foster good relationships and high self-esteem. Through putting our policy into practice this enables children and staff to be happy, confident and at ease. We encourage everyone to implement the Always Expectations fairly and consistently and to promote good behaviour in a positive way within the ethos of hard work, care, commitment and responsibility.

In order to achieve high expectations and positive behaviour there has to be a structure of rewards that encourage the children to choose and maintain acceptable behaviour.

Children and staff in each class discuss and agree their own Always Expectations. These are displayed in the classroom and are constantly referred to by all. The rules are promoted around three key areas worded: **SAFE, READY, RESPECT.** The School Council has produced lunchtime and playtime Always Expectations after discussion and consultation with all pupils. (See examples of the Always Rules in Appendix 1.) Please note that the Always Expectations are constantly reviewed and can change from term to term according to the needs of the children. We further adapt the class Always Expectations for the needs of specific children both in number of expectation and rules around the areas of **SAFE, READY and RESPECT.**

Children whose behaviour shows their commitment to the Always Expectations at all times and in all places, are awarded an 'Always Badge'. This title and status entitles certain privileges and carries huge esteem, which is reinforced and commented upon by staff and children.

Year 6 'Always' children wear Prefect Badges which signal to others that they uphold the values of the Always Expectations **and** make themselves available to help and support others.

The following rewards produce a consistency to be recognised by all children from Reception to Year 6. We focus upon **recognising and promoting** children's positive behaviour and work.

REWARDING GOOD BEHAVIOUR AND GOOD WORK (not an exhaustive list...some examples that work in our school)

- Non-verbal recognition e.g. smile/nod/squeeze of shoulders/pats on back/thumbs up.
- Verbal public recognition by any member of staff.

- Gaining the Always/Prefect badge (blue/yellow/green/red depending on house colour) from the Headteacher with lots of verbal praise.
- Always class time with fun session/treat. These can be weekly, monthly or half-termly at the class teacher's discretion.
- Quality and Quantity Champions (suggestion from School Council). Teaching staff to praise groups that produce work of outstanding quality and quantity – this could come with privileges such as house points, leaving for break/lunch first, etc.
- ALWAYS have quality learning on display in classroom – display open topic and maths books with notes saying why it has been chosen for display.
- Superstar of the day, Mathlete of the day, Tidy table award, Star of the day – 2-3 house points awarded by class staff or a big badge to wear!
- Sparkle board – children are named for a reason on your class Sparkle board...a little gift is chosen from the Sparkle box at the end of the week to acknowledge how this child(ren) has sparkled!
- As above...but called 'The Big Eye'...names of children added to the big eye for being seen to do something very positive!
- Continuously praising the good where possible e.g. thank you for sitting so nicely and waiting patiently.
- Praise children who always wear their Always Badge – non P.E. days and P.E. uniform days. Award extra house points once in a while for those children wearing their badge with pride.
- School acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring badges and certificates that have been gained through hobbies or out of school activities to be presented in Achievement assembly.
- House points /stars awarded to Rec - Y6 – graded certificates awarded in Wednesday's weekly assembly. Teacher keeps a running total (in a book) and every Friday afternoon the Y6 Prefects collect the house points from each class – each class has a **fresh house points board up each Monday morning (Y2-Y6)**

Years 2 - 6

25 = Bronze
 60 = Silver
 100 = Gold
 150 = Emerald
 210 = Diamond
 300 = Platinum
 420 = Double Diamond

Reception/Year 1

10, 15, 20, 25, 30, 35, 40 and 45 star certificate awards....displayed on classroom wall as stars building up on each certificate.

- House points to be totalled each Monday am in preparation for Monday's pm assembly. Team award system (all classes).
- Positive messages to parent in planners/home-school books.

- ‘You’ve Been Spotted’ awards given out in the weekly Achievement assembly...put your nominations in the box in the hall.... all staff contribute to this on a little and often basis.
- When whole class become Always Children – special one-off treat eg extra playtime!
- Special awards sent home through post - send via Head please so that they can be in the loop and signed.
- Selecting the ‘Always’ children for ‘jobs’.
- Phone call home to share good news with parents.
- Photographs and newspaper cuttings of things we are proud of on display around school/website/photo book.
- Always Always treats – each half-term for those children who always keep their badge – non-Always Always continue with usual school work with teacher/TA.
- At lunch time, children will be given ‘coins’ for demonstrating good behaviour. These go into a jar/tube and each week, the house with the highest number of coins is the winner. At the end of the half-term, the house with the most weekly wins will receive a house reward.

HOW WE DEAL WITH UNACCEPTABLE BEHAVIOUR/UNACCEPTABLE WORK

We want children to know when we are not happy with their behaviour. The children need to know that something will happen if they behave inappropriately. The following strategies are used when needed at St Thomas’ Leesfield School:

- A non-verbal signal e.g. the look/shake of head/physical prompt e.g. touching a shoulder etc.
- Cueing the child in by name can often help get child back on track.
- A **quiet** private verbal rebuke and reminder of the unacceptable behaviour.
- Lost Learning Time – child makes that learning time up at lunchtime (class staff to oversee).
- **Repetition** of learning (WALT) if necessary/if there is ‘lost learning time’ child repeats WALT/task in **own** time. Reminder that the ‘A’ in WALT means ‘are’ and that the ‘A’ in ‘ASK’ refers to a positive attitude.
- To involve parents at an early stage as we are working in partnership (see Aim 6) by writing notes to parents in planners. Planners must be signed weekly. Alternatively, informal feedback at the end of the school day in private in person or on the telephone.
- Warning a child that the behaviour illustrated is unacceptable via up to 2x yellow cards and one red card (badge loss).
- Class staff to keep a little **private** log of date & reason for badge loss...this encourages a quicker return of the badge for the correct reason.
- Losing Always Badge/Prefect Badge (blue/yellow/red/green). Talk to Headteacher/SLT about reasons why. Some staff accompany child to help explain reason for badge loss eg Reception children.
- Lunchtime/break time ‘Think again’ (see appendix 2).

- Class teacher to chat to Headteacher/Learning Mentor – consider different strategies.
- Create **three personalised and specific Always Expectations for the child** to follow for **two weeks** and then review with the aim of the child getting back to the general class Always rules after that.
- Play ‘Catch them being good’ with children who illustrate difficult behaviour.
- For ‘Yo-yo’ children.... a simple Always board where they can see that they are moving back up/making those small and regular steps of progress from losing a badge to nearly getting it back. This can really help – something visual like a staircase to heaven/Alwaysness! (See SLT for explanation).
- Playground – inappropriate behaviour – “Come by me” (not the wall) this will help defuse situation in the yard and the staff member will know exactly what the child is doing.
- Move pupil out to another area of the classroom for X minutes for ‘time out’/quiet working (cooling off for pupil or staff!). Have an appropriate desk and chair in classroom for quiet working.
- Class/group discussion via circle time/suggestions sock relating to the noted area of difficulty (social stories).
- Quiet word with parent before/after school to decide shared strategies for way forward.
- Zero tolerance re hate incidents (Headteacher involvement).
- Move pupil out to the agreed partner class for X minutes so out of sight from peers and to enable class members to continue learning.
- Buddy child up with another child who illustrates the correct behaviour (but be careful to allow the ‘Always child’ the opportunity to learn/be happy with situation).
- Worry Welly for each class – circle time to share concerns and strategies.
- **Quiet discussion** about the unacceptable behaviour immediately after lesson time e.g.playtime/lunchtime/hometime so that there is minimum attention in learning time and maximum attention in pupil’s own time.
- More serious offences will be brought to the attention of the SLT/SENCo/Head and an agreed strategy put into place e.g. home/school contract.
- Occasionally an after-school detention until 4:15pm will be given. The parent will be given 24 hour’s notice in writing (via the planner) with an additional phone call from a member of staff.
- Mutually agreed focused use of Teacher Assistant support time.
- Discussion with outside agencies.

SPECIAL EDUCATIONAL NEEDS

Differentiation is always in place for the children at St Thomas’ Leesfield Primary School to help promote the appropriate behaviour, avoid frustration and thus aid learning. The Special Educational Needs Coordinator will advise and liaise with agencies when required.

EQUAL OPPORTUNITIES

All teaching is in accordance with the school policy for equality. We aim to provide equal access across the curriculum, irrespective of gender, ethnicity or ability. Support for learning is provided where necessary.

LUNCHTIMES AND PLAYTIMES

Lunchtime/playtime Always Expectations are agreed and followed by the children (see Appendix 1). Each member of staff on duty is attached to a class or zone. The HLTA acts as a Lunchtime Supervisor to ensure that the pupils are safe and cared for. The supervisors are expected to promote the Always Expectations and Always system. Teaching Assistants help to promote games and model appropriate play in the playground and help support the calm running of lunch in the hall. All staff can refer to the Head/SLT if further support is required.

At lunch time, children will be given ‘coins’ for demonstrating good behaviour. These go into a jar/tube and each week, the house with the highest number of coins is the winner. At the end of the half-term, the house with the most weekly wins will receive a house reward.

VALUES AND THOUGHTS

Each half-term the children consider a specific Christian value through assemblies and the Personal, Social, Health Education activities in the classroom. The fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with Different Faiths and Beliefs are taught alongside our Christian Values and included in assemblies.

We believe that this fits comfortably with our behaviour management policy. Values considered eg:

- Peace
- Justice
- Responsibility
- Respect & Reverence
- Generosity
- Courage etc

PARENTS

Parents can support by:

- Recognising that an effective school behaviour policy requires close partnership between parents, staff and children.
- Discussing the Always expectations with their child, emphasising their support of them and assisting when possible their reinforcement. To understand the Always badge system.
- To ensure that their child’s Always badge is worn with pride on the school jumper.

- Attending Progress Afternoons/Evenings, parent's functions and by developing informal contacts with school.
- Remembering that staff deal with children patiently and positively.

SUSPENSIONS AND EXCLUSIONS

We are an inclusive school and will only suspend/exclude as a last resort.
The school follows the Oldham L.A. and Diocese guidelines for suspensions and exclusions.

GOVERNORS

The Governors of any school use permanent removal of a pupil only rarely. Normally this would follow a history of repeated poor behaviour and a failure to respond to any of the above sanctions.

The school follows the Oldham L.A. and Diocese guidelines for suspensions and exclusions.
The Governors will ensure that this policy is reviewed on an annual basis.

CONCLUSION

The Behaviour Management Policy is an integral part of the curriculum.

MONITORING AND REVIEW

The Headteacher monitors procedures in school and the policy is reviewed regularly by Governors – annually unless earlier is deemed necessary.

Headteacher: Mr J Whittaker

Chair of Governors: Mrs Rebecca Ashton

Date approved (committee): 28.09.2022

Date adopted (full governors): 28.09.2022

Appendix 1

Examples of possible Always Expectations:

Suggested Reception Always Expectations

- **SAFE** We always keep our hands and feet to ourselves
- **SAFE** We always put chairs beneath the tables
- **SAFE** We always work and play nicely together
- **SAFE** We always walk indoors
- **RESPECT** We always have kind hands and kind words
- **RESPECT** We always put our hand up
- **RESPECT** We always share
- **RESPECT** We always use quiet voices
- **RESPECT** We always use our listening ears
- **READY** We always sit nicely on the carpet
- **READY** We always tidy up when we are asked to

Suggested Playtime / lunchtime Always Expectations:

1. **RESPECT:** FOLLOW INSTRUCTIONS FROM **ALL STAFF** WITH RESPECT & A POSITIVE ATTITUDE.
2. **RESPECT:** SHOW TABLE MANNERS IN THE HALL.
3. **RESPECT:** IN THE HALL USE AN INDOOR VOICE & PUT UP YOUR HAND IF YOU NEED ANY HELP
4. **RESPECT:** HAVE KIND HANDS, FEET AND MOUTH AT ALL TIMES.
5. **SAFE:** PLAY SAFE & SENSIBLE, FAIR & FUN & INCLUSIVE GAMES.
6. **RESPECT:** LOOK AFTER THE PLAYTIME EQUIPMENT.
7. **RESPECT:** USE THE QUIET & REFLECTIONS AREAS CALMLY & PEACEFULLY & AT THE CORRECT TIMES.
8. **RESPECT:** USE OUR TOILETS SENSIBLY & HELP TO KEEP THEM CLEAN.
9. **RESPECT:** RESPECT THE PREFECTS & PLAY AGENTS WHO ARE THERE TO HELP.
10. **READY:** AS SOON AS THE BELL RINGS, LINE UP CALMLY & QUIETLY READY FOR LEARNING TIME.

An Example of YEAR 6 ALWAYS CLASS EXPECTATIONS

- 1) READY** Always wear correct school uniform, including appropriate footwear and P.E. kit.
- 2) SAFE** Always keep hands and feet to yourself.
- 3) READY** Always use school resources appropriately and keep the classroom, cloakroom plus your own desk neat and tidy.
- 4) RESPECT** Always work purposefully and quietly, completing tasks that have been set within the acceptable time and allowing the other children in class to work without disturbance or distraction.
- 5) READY** Always bring completed, signed and timed homework in on the correct day and have everything in school on the right day including my planner.
- 6) RESPECT** Always STOP and LISTEN on first request and promptly do what is asked by adults and others.
- 7) RESPECT** Always be polite and respectful to everyone. Don't call people silly or inappropriate names and hurt their feelings.
- 8) READY** Always work to the best of your ability thinking carefully about WALT, WILF, ASK and personal targets.
- 9) RESPECT** Show good sportsmanship in all activities and behave as a Year 6 Prefect should.
- 10) SAFE** Always set the right example when using the toilets and be sensible and hurry straight back to class.
- 11) RESPECT** Always sit appropriately in assemblies whilst listening carefully, joining in singing and not chatting.

APPENDIX 2

THINK AGAIN

Discouraging the behaviour we do not want

'Think Again' is held in the child's break/lunchtime for approximately 15 minutes. **The class teacher works with the child** that has been asked to attend 'Think Again' and discusses what has happened. The Think Again sheet is then completed. Parents are to be notified via the planner.

The class teacher keeps a 'Think Again' file to note regularity and type of inappropriate behaviour and intervenes with additional strategies as and when required. The class teacher keeps the Headteacher informed if a child has had three 'Think Agains' in close succession (over two/three weeks). The class teacher will then meet with the child and parents to decide on strategies of how to move this situation forward. If the situation does not improve a further meeting should be held with child, parents, Learning Mentor and/or Headteacher to agree a plan of action to help rectify the difficulty.

Reparations

We feel that it is important to always give a child the opportunity to make amends. Often when they have reached realisation of how their behaviour, action or lack of it has affected someone, they are very upset. The opportunity to make reparation can go along way towards stimulating the motivation for change.

The ingredients of the reparation process:

- Understanding what was wrong
- Feeling sorry
- Problem solving to put it right
- Acting effectively
- Learning for the future

Sanctions

"Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed ... This does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and sanctions". (Bliss 1994)

When ever possible we encourage negotiated Sanctions that match the offence. Therefore, in discussion with the child we:

- Discuss with all children concerned what has happened.
- Give each child that chance to give their side of the event.
- Check the child understands what they are in trouble for by asking.
- Establish that they know the behaviour was unacceptable.
- Explore the effect that behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage children to think of or offer some alternative strategies problem solving.

THINK AGAIN!

NAME: CLASS: DATE:

Position on the Always board: Staff initials:

This is what I did.....

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.....
.....
.....
.....

This is the Always Expectation that I did not follow

.....
.....
.....
.....

This is what I should have done.....

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.....
.....
.....

This is what I will do next time.....

.....
.....
.....
.....

I will do my best to follow the Always Expectations and to be kind and helpful to others at all times.

Signed.....

PUT COMPLETED THINK AGAIN SHEETS IN HEADTEACHER'S IN TRAY.

THANK YOU

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For The Positive Behaviour Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Star/house point charts	Name D.O.B. Year group	Monitor a child's progress and identify next steps	All Staff But usually teachers	Staff paper records on classroom wall Star charts/VIP award disposed weekly Or when certificate awarded.	Think Again sheets forwarded to Heads and then held in learning Mentor's office. (shredded at the end of each school year)
VIP award	Information re success and information re child struggles/incidents	Well-Being of Your Child Reward and praise Some sanctions recorded		Think Again sheets forwarded to Heads and then held in learning Mentor's office. (shredded at the end of each school year)	
Think Again sheets					

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.