

# Bosham Primary School



## Positive Behaviour Management Policy

Policy Reviewed: September 2018

## **Principles**

It is our belief that, above all, behaviour management should be fair and consistent, ensuring that school is a happy and safe environment. It is essential that all adults and pupils understand the principles and practices of the behaviour management strategy. Our school rules should be simple, easily understood and meaningful to all as should their application in practice. It is also essential that adults and pupils have mutual respect and that all take responsibility for their part in maintaining high standards of behaviour in school. We start from the assumption that pupils respond to positive reinforcement of good behaviour.

## **Rights and Responsibilities**

We recognise that everyone, including staff, has the right to feel valued, respected and safe whilst at School and in return that everyone has a responsibility to respect and value others.

### **Pupils have a right to:**

- learn in a friendly, positive, engaging, safe, clean and supportive school environment.
- have adults make decisions that are best for them.
- develop their talents and abilities.
- be heard and be able to express opinions.

### **Therefore, pupils have a responsibility to:**

- show respect to people (use of manners) and to the property of others - including school grounds and property.
- allow others to learn in a peaceful, respectful and safe learning environment.
- be co-operative and considerate.
- act in a safe and responsible manner for themselves and others
- share their views but also listen to the views of others.

## **Our School Rules:**

### **Routines**

In order for pupils to learn, routines are established early in the year. Children need to know what expectations are and the language used to communicate these expectations are consistent and clear.

### **Positive Behaviour Management**

Our expectations with regard to discipline and behaviour are high and emphasised in all aspects of school life and by all involved at the school. It is far too easy to recognize poor behaviour choices: The children will be helped to recognise examples of good behaviour

whenever possible. Our aim is to help children to become intrinsically motivated and work together to achieve as a group. The most powerful ways to achieve this is to;

- consistent praise of good behaviour.
- Modelling good behaviour, using good manners, using names, keeping areas tidy and well looked after.
- encouraging children to accept responsibility.
- using language of correction - expect compliance.
- use appropriate tone and gesture, get down to their level
- use of choice, awareness of consequence.
- allow take up time.
- use language of support ' I can see you are struggling so I am going to help you.....'
- relocation within the class - a choice to try again.
- rule reminders
- tactical ignoring
- Private advice
- visual signals - the 'look'
- make parents aware.

### **Rewards**

- Verbal praise / recognition
- award house points
- Golden Book
- Showing work to another teacher / Headteacher
- Head teacher Reward / Picnic/ Tea party

### **Dealing with unacceptable behavior**

At times, there will be unacceptable behavior in school. Initially, this is dealt with through the use of a clear warning. On most occasions this is enough to stop the behavior persisting. In discussing unacceptable behaviour with the child, the adults will stress that it is the **behaviour** that is the problem **not** the child; However, if poor behaviour is consistently affecting other pupils ability to learn, feel safe or their self-esteem, and all positive strategies have been unsuccessful, then the following sanctions should be exercised:-

- STEP 1: Always allow a cool off period if a child is emotional. Let them regain control in a safe place and not question them straight away.
- STEP 2: Ask what have you done? Why? Which rule have you broken? How could you put it right? - At this point it could be recorded to refer back to.
- STEP 3: Record the incident on Tootoot so patterns of behaviour or triggers can be identified.

- STEP 4: Removing privileges. (Staff should note that no pupil should have their entire lunchtime playtime removed from them as this constitutes an official exclusion.)  
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- STEP 5: Removal from the class and referring to the Head/Deputy
- STEP 6: Contacting parents to discuss ways of helping the child to improve his/her behaviour.
- STEP 7: Occasions when it will be necessary to exclude a pupil will be rare. Exclusion procedures will be initiated by the Headteacher. Staff should keep a dated record of all incidents that cause concern.

As no two incidents are the same, the steps above may not always ALL be used.

**Always** consult the Head/Deputy if any disciplinary matter gives cause for concern. Group punishments should be avoided.

## **Bullying**

Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone else. Bullying can involve physical, psychological or verbal aggression (however not all aggression is necessarily an act of bullying). It often develops over period of time and is persistent. It is important to help children to distinguish between friendship disputes and squabbles, teasing and bullying. The children are taught a mnemonic to help them understand what bullying is 'STOP' - **S**everal **T**imes **o**n **P**urpose.

We use an online system called 'TooToot' which can be used by staff and children to report anything they are worried or concerned about. This will collate all behaviour incidents so staff can look for patterns or triggers.

Teachers will need to be very vigilant and aware of any disagreements amongst pupils which may lead to bullying. When an incident deemed to be bullying is identified several different actions can be taken dependent on the individual circumstances. These could include;

- Seeking the views of others who may have witnessed bullying incidents and recording witness statements
- The class teacher (and possibly a teaching assistant) discussing the incidents with those involved individually and then often together.
- Referring the bully to the Deputy Headteacher or Headteacher
- Parents will be contacted
- Developing a circle of friends to support the victim of bullying and provide them with an opportunity to face the bully in a safe and supported context.
- Provision of a 'named adult' within school to support victims and offer suitable interventions.

In extreme and persistent cases where all avenues to stop bullying have failed the bully may be temporarily or extremely rarely permanently excluded from the school.



## APPENDIX 1 Positive Behaviour Management

Behaviour is always trying to communicate an unmet need. Ideally, we should be able to find out what this need is and address it, (even if that is the need to control).

### Strategies

- Meet and greet at the door. Use names, smile, notice small things.
- Give particular praise e.g. Golden book states why that child is chosen. Yet use this in every lesson.
- Notice the unnoticeable - sometimes give the children the opportunity to reflect on Good News. What would they say well done for and why?
- Boost self-esteem
- Use positive classroom rules Not Don't call out say put your hand up.
- Always end the day on a good note.
- Feedback - positive first before next steps.
- Growth Mindset
- Mottos
- **Private sanctions - No boards that name and shame - Rainbow / raindrop.**
- **Non-verbal cues - thumbs up, remove objects, the look, contingent touch?**
- **Get to eye level - think about body stance.**
- Explain reasons for decisions
- Be consistent (across the school too), refer to class rules, hierarchy of consequences.
- Use names to gain attention.
- **Encourage intrinsic motivation or group rewards.** House points?
- Repeat behaviour expected or tell them what they are doing as they may not know!
- Be a role model.
- Give warnings, particularly at transitions times - 1, 2.
- Establish routines
- Verbalise how they are feeling 'I can see you are upset. I would probably be angry if someone had... I get it.'
- Use the word choice when talking to them. (Name) make the right choice or verbalise the choice for them.
- Be in control, own the room but don't shout in anger. Be stern then calm.
- **Say thank you not please! Eg, I need you to sit there thank you.**
- Give not real choices that encourage compliance.
- Start each day afresh

- Give take up time
- Running commentary
- Distraction.
- During disputes, record what each child says
- **CPSA- Collaborative Problem Solving Approach**