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Positive Behaviour

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Verified by	The Head Teacher
Approved by	Community and Standards Committee
Review Date	Autumn Term 2021



1.0 Rationale

- 1.1 The governors and staff of Berkeley Primary School aim to create a happy and positive atmosphere in which children feel safe and secure; they are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and for the environment;
- 1.2 Our Behaviour System is based on our six values: forgiveness, trust, perseverance, respect, responsibility and creativity. These values underpin all aspects and interactions within our school life and are paramount in how we promote positive behaviours;
- 1.3 At Berkeley Primary School we understand the challenges which come with being a global citizen. Our children are taught how to develop skills for learning and life: Resilience, Reciprocity, Resourcefulness and Reflecting. These four skills are used in pupils' academic and social development. We promote these skills through our behaviour system;
- 1.4 To ensure that the policy is understood and supported, all stakeholders have been informed;

2.0 Aims

By developing a Positive Behaviour Policy we aim to:

- 2.1 To enable quality learning and teaching opportunities for everyone in school;
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- 2.2 Provide a safe, and caring environment, based on trust, for all members of our community;
- 2.3 Encourage enthusiasm for learning in a stimulating and creative environment;
- 2.4 To reinforce efforts to behave positively and learn well;
- 2.5 To work positively with parents to promote an understanding of the principles or good behaviour;
- 2.6 Encourage pupils to relate positively to others, respecting their views and feelings, take responsibility, participate fully in the community, and develop an understanding of citizenship;
- 2.7 To ensure consistency of approach and understanding by all adults and children in school;
- 2.8 To help every child develop a pride in themselves, their class and the school as a whole;
- 2.9 To take pride in our school environment and have respect for the property of others;
- 2.10 Encourage pupils to show initiative and take responsibility.

3.0 Behaviour for Learning:

- 3.1 Each class collaborates with their teacher (at the beginning of the
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academic year) to create a class charter which outlines the rights and responsibilities of all members of our school community. This charter is signed by all members of the class and is displayed in the classroom;

- 3.2 The class charter is referred to regularly and can be used when promoting certain behaviours. Similarly, our values and learning skills are also displayed in each classroom. They are used when affirming behaviour which are having a positive impact on pupils' development;
- 3.3 By affirming and reinforcing positive behaviours, expectations are modelled across the school day;
- 3.4 Every child has positive behaviour recognised and begins afresh every day;
- 3.5 Positive behaviours are recognised through praise and rewards;
- 3.6 At all times the class teacher has responsibility for ensuring a positive Learning environment which may result in them using alternative strategies to achieve this;

4.0 Creating a Positive Environment

- 4.1 In our experience at Berkeley Primary School children need a calm and purposeful classroom atmosphere. Staff establish clear expectations of pupil behaviour and secure appropriate standards of discipline to create a successful learning environment;
 - 4.2 An effective curriculum, differentiated appropriately, will stimulate and engage pupils and, we believe, play a key role in motivating children and in maintaining an orderly
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learning environment. Teachers have high expectations of all their pupils, in terms both of achievement and of behaviour;

- 4.3 To reinforce good behaviour and high expectations teachers and other adults provide a positive role model;

5.0 Rules and Procedures

- 5.1 Our rules and procedures are outlined in our class charters;
- 5.2 The class charters are clear and our pupils know how they can achieve acceptable standards of behaviour;
- 5.3 When the overall climate is friendly, respectful and firm, disruptive/inappropriate behaviour is far less likely to occur. When it does, our experienced teachers use a variety of strategies and skills to curb such behaviour;

6.0 Rewards and Sanctions

Rewards:

- 6.1 All members of our school community are committed to our ethos built on mutual respect. They play a vital role in supporting our pupils to develop positive and successful behaviours;
- 6.2 Verbal praise and approval are valued rewards, and can be accompanied by An appropriate physical gesture if the child responds well to this. This can be reinforced by other staff (including additional support staff);
- 6.3 Stickers and House Points are given as rewards for success in all areas of school life. House points are counted up every term, the House which has
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earned the most points receives a physically active treat session.

- 6.4 Along-side this, pupils can earn purple 'well-being' tokens which are given for showing kindness, respect etc. Once a class has collected all of their purple tokens they can collaboratively decide on a treat session.
- 6.5 Learning gems promote excellent learning behaviours and skills and enable the children to visualise the behaviour/skill they are using;
- 6.6 Pupils can achieve weekly certificates to recognise areas of success. These are presented in our weekly celebration assemblies;
- 6.7 Head Teacher's Awards are given for exceptional effort, work and/or behaviour by a class, group or individual child. This is recognised privately and in public. Pupils spend quality time with the Head Teacher sharing their success and celebrating their achievements;
- 6.8 Star badges and other recognition badges are presented termly to pupils who have exceeded in certain areas of school life;
- 6.9 Raffle tickets are given and are used in conjunction with our tiered process, which recognises levels of behaviour. The tiered levels are displayed in each classroom and the children names can move up and down accordingly;
- 6.10 The '**Tiered Process**' for recognition is as follows:

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Names (on pegs) can be moved up by members of staff when positive behaviours are modelled by pupils.

All children start on **GREEN** (Ready to learn)



- Step 1: **BLUE** (Aiming high – 1 house point)
- Step 2: **PINK** (Role Model – 1 raffle ticket)
- Step 3: **White** (I Stand Out – 2 raffle tickets)

Raffles are drawn once a week and prizes are won.

Sanctions

6.11 We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive;

The ‘**Tiered Process**’ for sanctions is as follows:

Teachers may also skip steps for serious inappropriate behaviours.

All children start on **GREEN** (Ready to learn)

Step 1. A verbal warning

Step 2. A visual warning and child’s name moved onto **YELLOW** level
(Chance to change)

The child returns to GREEN - ‘Ready to learn’ at the end of each session

Step 3. A repeat of inappropriate behaviour results in the child moving to **ORANGE** level (Time to think) child’s name moves to ORANGE card. Where appropriate, the child may be moved to work on his/her own. This may mean working in another class setting. The amount of time spent in another is



determined by the age of the child and their individual circumstances. The child's name stays on **ORANGE** until the end of the day.

New day starts on GREEN (Ready to learn)

Step 4.

If the behaviour persists the child is moved to **RED** and sent to see the Head Teacher or another member of the Senior Leadership Team. The Head Teacher/Senior Leader will telephone or meet with parents in order to prevent a reoccurrence of the

behaviour.

- 6.12 The Head Teacher discusses the incident with the child and a 1 day class exclusion may take place at the Head Teacher's discretion. If a class exclusion is issued, the child will be expected to work in the office for the day.
- 6.13 On rare occasions, a fixed term exclusion may be necessary. The Head Teacher will follow Gloucestershire exclusion guidelines and the school's own Exclusion Policy (Please refer to Section 8 for more details)
- 6.14 A teacher may decide to keep a child back at playtime or lunchtime to finish/catch up on work due to behaviour issues or motivational issues. Incompleting work may also be sent home in agreement with the parent/carers. The term 'detention' is not used, however high expectations are set for the completion of work linked to a child's ability;
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7.0 Behaviour at lunch-times/playtimes

- 7.1 Lunchtimes are a time for promoting social skills in the playground, dining hall and classrooms;
- 7.2 We have a number of games and planned activities led by the Play Leaders and staff;
- 7.3 Children go to the dining hall in an orderly fashion. We encourage politeness and acceptable table manners in this social situation;
- 7.4 The School Meals Supervisory Assistants (SMSAs) have rewards for good behaviour – stickers, certificates and ‘Golden Placemats’;

7.5 Behaviour Strategies at playtime/lunchtime

Children follow our six values for playtimes and lunchtimes. The same tiered approach is used by SMSA staff.

Step 1. A verbal warning.

Step 2. A visual warning –yellow card shown.

Step 3. A visual warning – orange card shown and child has ‘thinking time’ (up to 10mins, age related).

Step 4. A red card given and child sent to Head teacher

7.0 Exclusions

Berkeley Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious



incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Abusive language used towards an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school
- Misuse of illegal drugs or other substances including smoking and alcohol
- Carrying an offensive weapon
- Arson
- Indecent behaviour
- Wilful damage

Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Types of exclusion



1. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.(See list above)

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant Area Education Officer (AEO)

The school will follow the LA September 2010 Exclusion pack to liaise with the LA and Parents for a positive and constructive outcome.

8.0 Children with behavioural/special needs:

- 8.1 Following the laws about SEN and exclusion, we ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it;
 - 8.2 With children who have special needs this will often be achieved through small steps. Some children with Special Needs will require an Individual Behaviour Plan which will have different targets, rewards and sanctions (these are reviewed termly). This has to
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be flexible and therefore may differ from the Behaviour Policy;

9.0 Child Protection and Safeguarding

- 9.1 Changes in behaviour can be indicative of changes of circumstances for children and their families;
- 9.2 Our staff are trained and skilled in recording and reporting changes of behaviour, both extreme and subtle, that may concern them, to the designated safeguarding officer;
- 9.3 All behaviour incidents are recorded and logged;

This policy should be read in conjunction with:

- **Inclusion policy**
- **SEND policy**
- **Child Protection/Safeguarding Policy**
- **Exclusion Policy**
- **Preventing Extremism and Radicalisation Policy**
- **Anti-bullying Policy**

10.0 Review

This policy will be reviewed again during the Spring 2021. Changes may be required in the light of experience.
