



Bethersden Primary School

Dedicated to Excellence

BEHAVIOUR POLICY

January 2018

1. Introduction

At Bethersden Primary School we provide clearly stated behaviour expectations which are communicated to all members of the school community. Staff are provided with training to support the culture of positive behaviour management. All members of the school community know that in order for this policy to be successful in promoting positive behaviour the policy will be administered consistently.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where we focus on rewarding positive behaviour and children are praised appropriately.

Being proactive and dealing with unwanted behaviours before they occur, for example by planning highly engaging learning opportunities in appropriately stimulating environments and proactive praise around the school, is the best way of promoting excellent behaviour.

This policy clearly outlines how Bethersden Primary School creates a learning environment conducive to excellent behaviour and how our rewards celebrate and teach positive behaviour. This policy also outlines the processes, rules and sanctions we use to deal with poor behaviour and conduct.

2. Creating a positive learning environment

The physical environment

At Bethersden Primary School we know that the physical environment plays a vital role in promoting high expectations and ensuring children from all social, cultural and religious backgrounds feel included and valued. This includes:

- Classrooms and communal areas being kept free of clutter and litter
- Learning celebrated around the school for children of all abilities and backgrounds
- Resources being labelled and stored in such a way that they are easily accessed by children
- Reminding children of Bethersden Primary School's Golden Rules
- Careful consideration of groupings of children and their physical placement within learning environments
- Furniture should be placed so as to promote ease of access and the comfort of children
- All teaching resources should be of good quality, adequate in quantity, visually stimulating and appropriately sized
- Adults role model good organisation e.g. resource management, how resources are handed out appropriately

Ethos and leaning climate

The way members of the school community communicate directly impact on self-esteem, confidence and motivation that all learners (including the adults) have, which in turn impacts on behaviour. Therefore, at Bethersden Primary School we ensure that:

- All staff have high expectations of behaviour and all learner's ability to make progress
- Learning is delivered in a confident, enthusiastic and purposeful way
- Praise is used constantly and consistently for all learners and groups of learners
- Positive language is used to discuss children and learning at all times
- All adults act as positive role models for children in the way they speak, dress and behave at all times
- Any negative comments refer to the behaviour not the child personally
- Children are constantly informed about how they are successfully achieving the learning intention within lessons and given appropriate, positive support when appropriate
- Lessons are never used as sanctions; this undermines the value of learning in that subject
- Each individual should leave school at the end of the day feeling positive about what has

- been achieved, and secure about their place within the school community
- Sarcasm is never used to undermine or ridicule
- Staff avoid raising their voices except in extreme situations, for example to avoid harm in a dangerous situation
- In every situation, adults model the excellent behaviour they expect from children
- In every possible situation, adults praise children for displaying the excellent behaviour expected in our school

3. Rewarding and celebrating excellent behaviour

At Bethersden Primary School we praise children for excellent learning and excellent behaviour at every possible opportunity. We also reward children with House Points and Excellence Awards. We want children to develop an understanding that the real rewards are the praise and recognition they receive from staff, parents and their peers, which gives them confidence and makes them feel proud of themselves. The positive, long term effect they feel from the praise they receive for their achievements will build their own ability to celebrate and acknowledge the achievements of others. Whilst staff strive to ensure that the giving of awards is balanced it should be acknowledged that Excellence Awards are earned through hard work and determination and are not an entitlement.

At Bethersden Primary School we use the following ways to reward children:

- Verbal and non-verbal praise explaining why it is being given
- House Points (see below)
- Excellence Awards
- Sending particularly successful learning to be shared with Subject Leaders and the Senior Leadership Team
- Headteacher stickers for excellent learning
- Displaying learning successes
- Celebrating wider success, i.e. out of school achievements, in our Excellence Assemblies
- Speaking to parents and carers at the end of the day
- Publishing learning outcomes in the school entrance for visitors to see
- Termly attendance awards
- End of Year Excellence Trophies

House Points

At Bethersden Primary School House Points are the main reward throughout the school to encourage children to work as a team, as well as working towards personal goals. All children and members of staff are welcomed into a House when they join the school and will usually stay in that House until they leave. Families are always placed in the same Houses. The four Houses at Bethersden Primary School are:

- Read
- Blue
- Green
- Yellow

House Captains and Vice Captains, from Year 5 and 6, are elected each year through a democratic voting system. Children are awarded House Points by any member of staff for good behaviour, effort, achievements etc. Children will be handed a token appropriately coloured which is then collected in the main school hall. Each week House Captains and Vice Captains count the tokens and report the scores to the Headteacher. In our Excellence Assembly the number of points collected is announced. At the end of every seasonal term the house with the most points will earn a reward which is negotiated with the House Staff.

4. Teaching positive behaviour

At Bethersden Primary School we know that the most effective way of teaching positive behaviour is to model the behaviour we expect children to demonstrate and to praise children who demonstrate the behaviours expected.

Children are taught about excellent behaviour and through the consistent applications of the Behaviour Policy. At Bethersden Primary School we have the following non-negotiables:

- We keep our hands and feet to ourselves
- We use kind words
- We always try our best
- We do as we are asked
- We respect people, property and belongings
- We listen and wait for our turn to speak
- We always tell the truth

Behaviour is taught discretely through our PHSCE curriculum and reinforced at every opportunity. Our aim is to develop citizens who can make positive contributions to society both now and in the future. Children are also taught how to empathise with others, manage their own emotions, problem solve, deal with conflict and manage disappointment and anger. In Circle Time, teachers support children in raising their self-esteem, boost confidence, deal with friendship issues and discuss issues such as bullying and discrimination.

Each week assemblies have a focus either inspired by national celebrations or global events. They are used to explicitly teach values and to further enhance and sustain a sense of community. Assemblies are led by the Senior Leadership Team and by House Captains.

Listening, collaboration and respect for each other's opinions are taught across the curriculum.

5. Behaviour management steps and sanctions

Alongside positive behaviour management systems staff also use a graduated system in their classrooms to help manage behaviour. This is a whole school approach to general learning behaviour management which is differentiated between the key stages and displayed in each classroom.

The graduated steps are as follows:

Gold behaviour	Shooting star behaviour
Silver behaviour	Rainbow behaviour
Green behaviour	Sunshine behaviour
Amber behaviour	Cloud behaviour
Red behaviour	Storm cloud behaviour
Black	

If a child misbehaves they are reminded about the positive behaviour that is expected in class and the reason why the behaviour they are demonstrating is inappropriate. If the same unwanted behaviour is repeated the child is given a warning that a future instance will result in them moving their name to Amber/Cloud. Any further repetitions of the same behaviour and the child is then asked to move their name to Red/Thunder cloud. If a different unwanted behaviour is displayed they are given the reminder and then the warning before being moved. Children start each day afresh on the Green/Sunshine.

Level	Possible behaviours	Actions
Low level disruption (Green)	Talking Out of seat Pushing	Praise of other children Eye contact (stern stare, raised eye brow) Assertive body language (crossed arms, frowns etc.) Name/pause technique

		Being close and whispering a firm reminder Reminder of Golden Rules A quiet word Direct to seat Quiet unobtrusive 'What should you be doing?' or 'Are you okay?' Not allowing them to sit with friends Have a lining up order for assemblies/playtimes
Beginning to Challenge (Amber)	<i>Continued low level disruption Not completing a reasonable amount of learning in a set time due to behaviour/ deliberate disruption e.g. trying to distract other pupils from their learning Kicking a pupil under the table etc. Lying etc.</i>	

6. Support for children with additional needs

7. The role of leadership

8. The role of parents

9. Review