

Positive Behaviour Policy

This policy has been updated due to the COVID-19 pandemic.
Please read the annex at the end of the main policy.

FOREWORD

Our Positive Behaviour Policy is a whole school policy which has been developed as a result of discussions between staff, governors, parents and children.

There are three parts to the Policy.

1. A statement of Aims and Objectives;
2. A list of behaviours that we will be actively promoting in school and an indication of the sort of behaviour that is totally unacceptable;
3. A clear practical procedure for dealing with any behaviour that is felt to be unacceptable.

We believe that children respond best to a supportive caring approach, which operates within a well-structured and consistent framework. Our policy is based firmly on the idea of promoting good behaviour and we use rewards and praise to do this. However, the policy also recognises that there is a need for sanctions and we have clearly laid down what we feel is unacceptable behaviour.

In addition to rules drawn up for their own classrooms, the children have drawn up eight 'Golden Rules' for the school. Each class operates Golden Time, which fulfils two very useful and important functions. Firstly, whilst all our other incentives are reward-based, Golden Time gives teachers the opportunity to use a sanction, (i.e. the removal of time in 5 minute blocks for unacceptable behaviour). Secondly, it gives children the opportunity to choose and enjoy fun activities, (which often include working co-operatively together, raising self-esteem, promoting a sense of well-being).

Star, Bronze, Silver and Gold Behaviour and Attendance Certificates are awarded for consistently good, reliable behaviour and attendance. Teachers will give a 'Golden Tick' each week to children who have not lost any Golden Time during the week, and whose attendance for the week has been 100%. Certificates are then awarded when children have reached 4 ticks (Star), 10 ticks (Bronze), 15 ticks (Silver) and 20 ticks (Gold). Names are read out in whole-school assemblies on Friday mornings by the Deputy Headteacher, and certificates can be taken home. For a few children, they may need to use an alternative arrangement to earn their Golden Time (eg a personalised chart with specific targets/ expectations, with each day broken into short sessions).

We regularly discuss and reinforce our Positive Behaviour Policy with the children and rely on your support in its implementation. We are, above all, concerned to maintain a school where there is a high standard of discipline and behaviour, and where the children feel safe, secure and happy.

Ben Tull
Headteacher

STATEMENT OF AIMS AND OBJECTIVES

- We will provide a happy and secure atmosphere where discipline is firm but fair and where all children are offered equality of educational opportunity.
- All members of the school community will encourage the children to develop high standards of behaviour and establish in them a sense of self respect, reliability, responsibility and independence. This will be achieved through positively encouraging the children to do their best, praising their efforts and being interested in them as individuals.
- We will encourage the children to respect the feelings, needs, interests and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school.
- It is expected that the staff and children will behave towards each other with mutual respect, consideration and tolerance.
- We will foster a sense of commitment towards and pride in the school.
- We believe it is advantageous to involve parents at an early stage if a child is persistently behaving in an unacceptable way or if a particularly serious offence has been committed.
- The school may ask parents to pay for damage to school property or equipment where this is the direct result of their child's misbehaviour.

REWARDS AND SANCTIONS

Rewards may include:

- Golden Time – our whole-school reward system
- smiley stamps
- stickers
- special activity (eg choosing time in younger classes)
- behaviour and attendance certificates
- class rewards
- sharing work with a senior member of staff

Sanctions may include:

- loss of Golden Time (our main sanction)
- effective reprimands and reminders of good behaviour (relating specifically to our Golden Rules)
- time with a phase leader or senior member of staff to talk through an issue and look at establishing a way forward
- time out from class to calm down and reflect
- where needed, an individual behaviour plan/chart

GOLDEN TIME

Whilst activities from class to class may vary, our whole school approach to Golden Time is consistent from YR – Y6.

- Golden Time takes place for 30mins on a Friday
- Golden Time activities and resources are chiefly stored (unless too large) in class Golden Time boxes. These resources are not used at any other time of the week; they are reserved purely for Golden Time.
- Yrs R – 5 use a visual system of 'suns' and 'clouds', which are displayed in classrooms (Y6 employ similar visual or other methods to enable children to learn to monitor and modify their own behaviour). All children are placed around or near the 'sun', and moved to 'partly cloudy' for a warning, and under the 'thunder cloud' if 5 minutes is lost. Every child starts each new day in the sunshine.
- Lost Golden Time is not recoverable, but no child can lose all their Golden Time (otherwise they lose the incentive to try and keep it!).
- Children have entirely free choice during Golden Time, although they may have to negotiate taking turns with some resources if they are especially popular.

ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

We believe that the pupils in Arbury School have the right to education which offers them the best opportunity to reach their potential. The staff at Arbury School are working to provide the environment within which this may happen.

This means we all must be:

kind and considerate;	respecting everyone else as an individual	
courteous;	being polite and helpful at all times to all adults and children	in
school		
co-operative;	being willing to work together	
friendly;	being on good terms with each other	
hardworking;	doing our best	
honest;	being truthful and respecting the property of others	
trusting;	accepting that generally others want to help	
responsible and sensible;	taking responsibility for our actions	
quiet;	at appropriate times at the request of an adult	

Whilst we think it is very important to highlight the positive, we believe we must also spell out clearly what behaviour is totally unacceptable.

WE WILL NOT ACCEPT:

- physical violence to another person
- threatening behaviour including verbal bullying
- deliberate disobedience
- defiance
- prejudicial behaviour
- bullying
- swearing

We have an anti-bullying policy in place. Any cases of alleged or suspected bullying are investigated and followed up by the senior staff, who follow the procedure laid down in the policy.

PROCEDURE FOR DEALING WITH PERSISTENT UNACCEPTABLE BEHAVIOUR

- All incidents will be investigated in a thorough, fair way. The child involved will be spoken to in a clear, calm way about their actions, and a range of strategies will be explored and put in place to help modify unacceptable behaviour.
- If unacceptable behaviour becomes persistent, a letter will be sent home to parents/carers informing them that their child is exhibiting persistent unacceptable behaviour. A copy of this letter will be kept in the child's file.
- If the persistent unacceptable behaviour persists, a second letter will be sent home to the parents informing them of the incident and inviting them to come into school to discuss the matter with the Headteacher. A copy of this letter will be kept in the child's file.
- If unacceptable behaviour still continues and a third incident is recorded within a term, a letter will be sent home informing parents that the child is to be temporarily excluded from the school. It should be noted that a child who persistently causes a problem at lunch time may be asked to go home for lunch over the lunch time break. A child entitled to free school meals would have a meal beforehand.

July 2006

Reviewed/Amended Autumn 2009 – BT/DR

Reviewed/Amended Summer 2012 – BT/DR

Reviewed/Amended Summer 2015 – BT/DR

Reviewed/Amended Summer 2018 – BT/DR

Appendix added due to COVID-19 pandemic – Summer 2020 – BT/DR/SMT

Appendix updated/ rules and expectations reviewed and updated – Sept 2020

Annex: Revisions to the behaviour policy arising from the COVID-19 pandemic.

September 2020 Update

As our school embarks on a wider reopening following Government guidance, our underlying approach to behaviour management in school has not changed. Our approach remains supportive and caring, operating within a well-structured and consistent framework. This approach also acknowledges the impact of weeks of school closure on children's wellbeing and mental health, and the increased need for careful and thorough hygiene practices being adhered to by all children.

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

On their return to school in September, children will have age-appropriate induction on the new practices and routines which will be in place, according to Government guidance, and these practices and routines will be reinforced daily.

Should a situation arise where a child's behaviours may cause an increased risk to their own health or the health of others, we will work together with the child and their parents/carers to carry out a risk assessment which will explore how the child can manage in the school environment to avoid being excluded. The pastoral support plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided.

For those children learning at home because they have been advised to shield, are self-isolating or as part of a local lockdown we will continue to apply the following principles:

- Remote/online learning:
 - The principles of our Golden Rules still apply, eg being kind with our words and actions, being a good friend
 - Messages can be sent by a senior member of staff to the child via eSchools to give a reminder of appropriate online behaviour
 - If needed, further information on eSafety / the school's acceptable use policy may also be given
 - A phone call home may be made to inform parents/carers
 - In persistent cases, this would lead to suspension of access to eSchools
 - Referral may need to be made to the Designated Person in school with responsibility for safeguarding



Rules and expectations for children

Coming into school and going home:



- When you arrive at school, remember to wait sensibly with your grown-up until it's time for your year group to come into the school building. If you come to school by yourself, please also wait very safely and sensibly.
- When going home, follow all instructions given to you by your school adult.

Good hygiene rules:



- Wash your hands carefully for 20 seconds; dry your hand well on the paper towels.
- Stick to the hygiene rules which your school adult has explained to you.
- Avoid touching your mouth, nose and eyes with your hands.
- When coughing make sure that you do not face another person; never spit at or towards anyone.
- Remember, 'Catch it, bin it, kill it' – look at the posters to remind you about what to do if you sneeze or cough. Use a tissue and put it in the yellow bin with a lid, then clean your hands.
- Tell an adult if you are feeling unwell.



Things to remember:

- Remember that you can only mix with the people in your class.
- Walk on the left in the corridors.
- Only use the toilets for your class – your school adult will explain.
- During outside break times, stick to the areas your class is allowed to use.
- Keep your water bottle at your own table.
- Look after your equipment pack carefully. Try not to share equipment.
- Play kindly when you are outside, so that everyone is safe.
- Use the areas in the classroom as you are asked to: stay in your space, and do not go into the area marked for your school adults.

