

Positive Behaviour Policy

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment it should be read in conjunction with the following policies.

Child Protection and Safeguarding Policy	Acceptable Use and eSafety Policy
Early Years Policy	Social Media Policy
Care and Supervision Policy:	Class Welcome Booklet
Visitor Policy	Health and Safety Policy
Home/School agreement	PSHE Policy:
Inclusion Policy	British Values
Activate Handbook	Curriculum, Teaching and Learning Policy:
Equality Policy	Special Educational Needs Policy

The following have been considered in the development of this policy:

Behaviour and Discipline in School 2016
Equality Act 2010 (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989
Education (Independent School Standards) Regulations 2014
Preventing and Tackling Bullying (July 2017)
Cyberbullying: advice for Headteachers and School Staff (2014)
Keeping children safe in education 2020
'Use of reasonable force' (2013, reviewed 2015)
'Guidance for safer working practice for those working with children and young people in education settings' (2019)
'Searching, screening and confiscation' (2014, reviewed 2018)

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Introduction

The development of this policy is a result of our aim to promote positive behaviour within the school and continue to develop ways of rewarding this. Our policy is a means of promoting healthy relationships, so that we can work together with the common purpose of helping everyone to learn and reach their full potential. We believe that positive behaviour in children stems from learning the core skills and abilities that are embedded within all aspects of our school life. These include independence and organisation, self-image and self-esteem, reflection and self-control, resiliency and perseverance, cooperation and collaboration, motivation, attention, fairness, sociability, empathy and honesty.

This policy has been developed through a consultative process involving children, parents (ongoing and feedback from Phase Leader meetings), staff and governors. To ensure that this continues to be the case it will be reviewed annually, and comments will be regularly invited through feedback via Pupil Review meetings, Pupil Voice, Parent Voice, pupil reports/parents evening, parent surveys, meetings of the School Council, Class Reps, staff and governors.

Aims

This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone has high expectations of the children, and all feel respected, valued, safe and secure.

This policy aims to uphold the behaviour principles agreed by the governing body and:

- Provide a consistent approach to behaviour management in our school.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Definitions of misbehaviour [\(see Appendix\)](#)

Equality

At BPS we understand and respect that all of our pupils are different and are committed to providing a school experience that is accessible and appropriate for all our pupils. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Educational Welfare Officers

Bullying (See Anti-Bullying Policy)

Definitions

DfE: Bullying is 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

SEAL: Bullying means one child deliberately (usually) using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once you are angry. Bullying goes on deliberately (on purpose) over a period of time.

We define bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Racism

"A racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence Inquiry – The McPherson Report 1999).

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. Racist behaviour includes: isolation because of someone's race, name calling, teasing, comments about family members, offensive humour, inciting others, graffiti, handling racist material.

All staff at the school must challenge racist behaviour. Incidents of racist behaviour are dealt with by the Headmistress and parents of both the victim and offender are informed. A record is made of all incidents and they are reported to the governing body. The seriousness and unacceptability of racist behaviour should be explained to all those involved, including bystanders and witnesses.

Responsibilities

Governors should:

- Ensure they have a good knowledge of the school.
- Approve the general guidelines on behaviour, support the staff and Headmistress and review the effectiveness of the policy.

The Headmistress will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Phase Leader takes overall responsibility for the pastoral care of all pupils in the phase, overseeing discipline, attendance, conduct, rules and regulations and will support staff in responding to behaviour incidents.

Staff s are responsible for

Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Parents :

- Show mutual respect to staff, other parents or carers and children
- Discuss any behavioural concerns with the class teacher/Phae Leader promptly
- Support their child in adhering to the pupil code of conduct
- Ensure that the class teacher is informed of any issues, or incidents that have happened at home that may affect their child's behaviour, so we can ensure we support the child
- Ensure their child comes to school ready to learn and dressed in appropriate school uniform, with all the necessary equipment to access the day.

Behaviour Expectations

We believe that children have the right to:

- Aim high and achieve their goals
- Learn in a positive environment free from disruption
- Be encouraged and praised for good learning and positive behaviour
- To be safe in their body and mind

At BPS, our vision is to provide unforgettable learning experiences which inspire our girls to **believe** in themselves and to **persevere** and **succeed** in all that they do.

This will be achieved through:

- Establishing a culture in which members of the school community uphold our values
 - **Care for all** - We create and nurture an environment of trust and openness, where everyone feels secure, respected and valued
 - **Commitment to excellence** - We challenge ourselves in the pursuit of excellence across all areas of school life
 - **Working together** - We foster positive and respectful relationships which are based on compassion, kindness and integrity
- Working together with parents / carers to create a partnership between home and school
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner.
- Creating clear, easy to follow, reward based and positive behaviour systems that are consistently adhered to by all.
- Facilitating a process whereby children are empowered and enabled to be responsible for their behaviour.
- Providing opportunities to develop empathy and an understanding about the needs and rights of others.
- A shared commitment to prevent all forms of bullying.

Communication and Parental Partnership

In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos, all staff will keep parents informed through:

- Termly Parent Voice meetings with Head
- A weekly bulletin, Newsletters in Kindergarten, Reception and Year 1.
- Class information meetings/booklets

- Key information communicated through the parent portal
- Parent workshops and open school events
- Updated website
- Parent/teacher meetings
- Pupil review meetings with Phase Leaders/ Headmistress.
- Phase Leaders and Headmistress on duty outside to welcome pupils every morning and afterschool
- Open reception area and availability of office/pastoral staff
- Quick response to any enquiry or concern
- Active BPS Society (parents and families) and class representatives (parents)

Rules and Procedures

[See Appendix 2 – What Positive behaviour Looks Like](#)

In order to provide a clear and consistent approach, and to encourage pupils to conduct themselves in a responsible, reflective and self-disciplined manner, we aim for our rules and procedures:

- To be kept to a necessary minimum.
- Have a clear rationale, made explicit to all.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development, promoting the idea that every member has responsibilities towards the success of the school.
- Use appropriate strategies to sustain positive behaviour and ensure that all staff are trained appropriately.
- Be consistently applied and enforced in individual classes and around school.
- Address the behaviour and not the child.
- Draw attention to and praise good behaviour – [see rewards](#)

Supporting the development of positive behaviour and healthy relationships

We believe all children should understand that it is the responsibility of staff, pupils, and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. Circle sessions in Pre-Prep reinforce restorative approaches. In addition, our Year 6 friendship mentors also follow a consistent approach.

When our pupils find themselves in conflict or upset, they will be asked

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What other choice could you have made?
- What will you do if this happens again?

Supporting Girls through Friendship Issues

Girls on Board is introduced in Prep

Empowering girls to solve their own friendship issues. We know that 'fall outs' can be tough. In many situations adult intervention can be avoided. In the same way that restorative approaches have a strong focus on pupils developing an understanding and seeking solutions, *Girls on Board* provides pupils with a set off tools and strategies. Unless there is specific wrong-doing or bullying taking place, *Girls on Board* replaces the 'justice tools' approach usually adopted by teachers to investigate conflict. A *Girls on Board* session bring all the girls in a school year group together to explore and re-enforce the key principles:

- All girls fear having no friends.
- Adults can only help in very limited ways.
- A girl without a friendship group is a problem for *everyone* because whichever group she eventually joins will be changed in some way by her arrival.

Once girls begin to see and understand that they *all* feel this way, then rifts between them naturally start to heal and they start to bond with each other again. Using the *Girls on Board* approach, teachers help the girls build healing empathy and then let that empathy do its work. *Girls on Board* sessions look at the dynamics of group sizes, different types of girls and behaviours, managing parent reactions and include role play. A session may possibly address a friendship issue head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

Building Resiliency (See PHSEE Policy)

We believe that resilience is the ability to overcome life's hurdles and difficulties by solving problems and moving on rather than becoming stuck in a cycle of worry and an increasing sense of failure.

Starting from Kindergarten we support our pupils to develop resiliency by giving them the tools so that they are able to cope not just with life but also are able to learn at a higher level and be able to apply their skills across a variety of contexts. We instil our values of Believe, Persevere and Succeed so that our pupils can grow as individuals, be willing to have a go and be open to the idea that if things don't work out it's not failure but a learning opportunity.

Rewards

Rewards have a significant impact in promoting and reinforcing positive behaviour. They are given in accordance with individual behaviour programmes when necessary. We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour (verbal or written)
- Drawing the attention of others to their good behaviour
- Rewards including merits, credits, golden points, class marble jars, stickers, house points, play leader awards and the 'good news post cards'
- Visit to the Headmistress/Phase Leader
- Notes in reading records/dairies.
- Displaying work/website/Twitter/Facebook.
- Sending a child to another member of staff to share good work etc.
- Verbal commendations, awarding trophies/certificates in assemblies/celebration assemblies
- Special responsibilities
- Special recognition in assembly
- Class reward schemes such as marbles jar, stickers and reward charts
- Children, especially in Year 6, are given roles of responsibility such as House Captains/Games Captain/Eco team, to encourage an awareness of responsibility and commitment
- Year 6 Leaders also help in KG and Pre-Prep at lunchtime and play with our younger pupils
- Merit system (Prep only): Individual achievement rewards and certificates. Children are awarded merits for positive effort/behaviour etc.

Certificate	Bronze (Y3)	Silver (Y4)	Gold (Y5)	Platinum (Y6)
Prep/merits	50	100	150	200

House System:

- We have a consistent and clear 'House' system. The children are in 3 houses – Austen, Bronte & Eliot
- House points will be awarded for outstanding work, effort and endeavour across all areas of the curriculum and for sports or musical events.
- House points can be awarded verbally or next to written work.
- Individuals awarded house points are announced in celebration assemblies and the tally point total (by house) is shared.
- At the end of the school year, the overall winning house will be announced.

Pupil of the Week Award:

- Individual children are chosen by their form teacher to be presented with a pupil of the week certificate and badge. These are given to children who have worked hard, behaved well or worked to the best of their ability.

Head Teacher Award

- Each week a pupil is chosen from each Phase and presented with the Headteacher Award and a 'Thank you' gift (e.g. a book)

Sanctions ([see Appendix 4](#))

Although rewards are central to the encouragement of good behaviour, realistically there is a need for some sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. We aim to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community.

The school does not have a rigid set of sanctions that a child might progress through in a set order; however, our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. Issues should be addressed as soon as possible, whilst memories are fresh and evidence available. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Punishments should be appropriate in terms of both frequency and severity. Within the classroom, staff use their professional judgement about the appropriateness of consequences matched to the child's misbehaviour.

The welfare and development of a pupil is the responsibility of every member of staff, therefore we work very closely as a team to ensure the individual needs of the girls are met.

When the behaviour of pupils continues to cause concern, they will be brought to the attention of the Phase leader and the Headmistress. An appropriate course of support will be agreed with the class teacher, pupil and parents, which may include a specific and appropriate reporting, rewards/sanctions programme.

Reporting and Monitoring Incidents of Inappropriate Behaviour

Records of severe incidents or of incidents that are part of a pattern of persistent misbehaviour will be kept, together with information about the action taken. Information will be logged on the Management Information System (MIS) which is password protected. Where appropriate they are confidential and permissions to access such records is restricted to The Headmistress, Deputy Head and the Pastoral Coordinator. Parents will be informed verbally and in writing and their support

will be sought in seeking solutions to problems. Details are also recorded on the Serious Behaviour Incidents and Sanction Log.

Kindergarten and Pre Prep

The teacher will write any incidents in the pupil's daybook on the MIS, noting the behaviour and the consequence. This will be discussed with the child at time of writing. For any serious incidents (e.g., biting, hitting), the parents will be informed on the same day, or as soon as reasonably possible, as we want to establish good communication systems with parents from the start. We believe this will enable the child to learn the correct behaviour and begin to make "good choices", with consistent support from both school and home.

Prep

Teachers will write any incidents in the daybook on the MIS, noting the incident and the consequence. The children should be able to take responsibility for their own behaviour. In discussion with the class teacher, the child will need to take responsibility for their behaviour and show an understanding of why their behaviour was inappropriate (what they did wrong) and what they should have done.

If an incident is serious, then parents will be informed by the Phase Leader on the day it happens.

Persistent bad behaviour may result in a 'diary log', which will go home each day sharing how the child has behaved in each session as well as at playtime and lunchtime. Sanctions will be put in place after a discussion with parents and the child (e.g. no playing out until the child makes the right choices/no after school clubs).

Playground/ Break/ Lunchtime Incidents

These are dealt with by staff on duty and reported to class teachers if they deem it necessary (or the Phase Leader/Headmistress in the case of a serious incident). If, on returning to the classroom, the child's behaviour still prevents them from participating effectively in the lesson and the problem persists, then the class TA should withdraw the child or and the Phase leader/Headmistress will be notified.

On occasions where similar incidents involving the same child/children occur repeatedly or the incident is of a more serious nature, then the child/children will to be sent to the Phase Leader/ Headmistress directly.

Clubs

The school standards will apply to all the clubs at school.

Incidents will be reported to parents at the end of the club, or to the Headmistress to inform parents.

Persistent issues may result in the child being withdrawn from the club.

Confiscation

Teachers have the right to confiscate items from children when:

- They pose a threat to their own or others' safety
- They have a detrimental effect on learning (e.g. a pupil continuously plays with/is distracted by a toy)
- It is illegal for a child to have the item
- It is an item the school has previously banned

All confiscated items will be returned at the end of the week, either to the parent or the child, depending on the item. If the item is illegal, it will be handed to the police.

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well-intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility. Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

Physical Intervention

Physical contact may be used by members of the school staff to control, restrain or direct children without the use of force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control.

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or the appropriate Headmistress. Parents will be informed on the same day or as soon as reasonably possible and details will be recorded on the Restraints Log.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.

Searching Pupils

The headmistress and teaching staff may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. Consent is not required if the search is for knives or weapons.

Action taken against pupils who are found to have made malicious accusations against staff.

As in line with our Child Protection (safeguarding policy) where an allegation of abuse is made against a teacher, other member of staff or volunteer, the school is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the DSL who will inform the Head. The Headmistress or DSL on such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at Trafford Children's Social Care Services, within one working day at the latest. The school will not undertake our investigation of allegation without prior consultation with the LADO, in the most serious cases, the police, so as not to jeopardise statutory investigations (in boarder line cases discussions with the LADO can be held informally with naming the school or individual). The DSL will keep written records of all conversations.

Where an allegation of malicious accusation is made against a teacher, other members of staff or volunteer, the School is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The matter will be dealt with by the Headmistress and will follow the procedure of the exclusion procedures.

A pupil who is found to have made malicious allegations against a member of school staff will be managed in accordance with this policy which may result in permanent exclusion from the School.

Exclusion from school [See Exclusions Policy](#)

How we monitor the success of this policy

The behaviour policy will be consistently applied by all adults; adults will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- Clear induction programme for all staff/ visitors.
- Phase group meetings.
- Formal and informal monitoring by members of the Senior Leadership Team.
- Discussions at staff meetings/briefings or CPS sessions.
- Phase Leader meetings with parents
- Use of behaviour incident records.
- General Parent feedback.
- Lunchtime supervisor meetings.
- Governor reports/meetings/visits.

Policy Review and Dissemination

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website	Governor approval
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Jan 2015	H.Gee (U)	Staff meeting	Yes	Yes	
Sep 2015	H.Gee (U)	Staff briefing	No	Yes	
Sep 2016	H.Gee (U)	Staff email – all staff to familiarise	Yes	Yes	
Oct 2016	S. Hughes (R)				
Feb 2017	H. Gee (U)	Staff CPD meeting	Yes	Yes	
Sept 2017	S Hughes (R)		Yes	Yes	
Sept 2018	H. Gee (U)		Yes	Yes	
Dec 2019	H.Gee	Email to all staff	Yes	Yes	
Nov 2020	H. Gee	Teams notification and link	Yes	Yes	
Jan 2022	H. Gee	Teams/briefing discussion	Yes	Yes	

Summary of last updates

Further development of available rewards to promote and reinforce positive behaviour
Developing a commitment to a team approach and pupil to pupil support – Raising profile of Houses (House meetings & House point system)
Policy feedback is included on Phase Leader meetings with both staff and parents
Phase Leaders now liaise with parents regarding more serious behaviour concerns or breaches
Anti-bullying policy moved to separate document
Updated in line with KCSIE (2021)

Appendix 1 Rights and Responsibilities

Children

Children have the right to:

- feel safe
- be treated with respect
- learn
- have fun

Children are responsible for:

- sharing with one another
- being caring
- being helpful
- thinking about one another's feelings
- being quiet so that everyone can learn
- responding when spoken to
- speaking politely
- walking around the school building
- being tidy
- looking after equipment
- looking after their own property
- using appropriate language

Teachers

Teachers have the right to:

- teach without disruption
- be supported in doing so by the policies of the school, by their colleagues, by senior managers and governors and by parents and pupils
- be treated with respect

Teachers are responsible for:

- establishing a classroom management plan, agreed between the teacher and the class members, to meet the needs of both
- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- informing parents about expected behaviour and seeking their support
- organising the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- knowing the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- planning activities appropriate to the ability, maturity and special educational needs of the children
- being aware of safety issues when planning activities
- establishing procedures for giving directions about tasks
- teaching children about behaviour skills
- planning and responding to individual needs to learn behaviour skills

- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- being consistent and fair when giving rewards or imposing sanctions
- liaising with support teachers, mid-day staff, parents and the headteacher
- ensuring that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- providing a good example of behaviour

Non-teaching staff

All members of staff have the right to:

- carry out their jobs effectively
- be supported in doing so by the policies of the school, by their colleagues and by senior managers and governors
- be treated with respect

Learning Support Assistants are responsible for:

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills
- reassuring, re-focusing and reaffirming tasks set for children
- fulfilling roles identified within Behaviour Programmes for children on the ESA and responding to individual needs to learn behaviour skills
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

Lunch time and Play Leaders are responsible for:

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- teaching children about behaviour skills
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

Parents and Carers

Parents and Carers have the right to:

- be treated with respect and to have their opinions valued
- be informed of the approach to the management of behaviour taken within the school

- be informed about their child's behaviour through parent/teacher consultations, annual reports and through other contacts, verbal and written, as appropriate
- be involved in planning and implementing behaviour programmes
- be informed of decisions about the management of their child's behaviour

Parents and Carers are responsible for:

- informing the school of any medical or social circumstance that might affect the behaviour of their child
- providing their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- informing the school of any concerns about their own child's behaviour
- keeping in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- supporting and co-operating with the school in implementing the behaviour policy
- respecting the staff of the school and valuing their professional opinions
- promoting positive attitudes towards school
- providing a good example of behaviour

Governors

Governors have the right to:

- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour

Governors are responsible for:

- ensuring that the school has a behaviour and discipline policy
- supporting staff in implementing the policy
- monitoring and evaluating the effectiveness of that policy in bringing about its stated aims and objectives
- reporting on the effectiveness of the policy to parents
- providing opportunities for dialogue with children, staff and parents

Appendix 2 What Positive Behaviour Looks Like

Working together as a whole class

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Put a hand up to signal a desire to say something
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

Walking around the school

- SSS - Slowly, silently, single file
- Staying in line order
- Keeping to the left
- Respecting displays
- Facing the front

At Playtime/ Lunchtime

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive

- Friendly
- Good language
- Good table manners
- Eating quietly
- Flushing the toilet
- Care for people if they are hurt
- Help tidy equipment at the end of play

In assembly

- Enter and leave the hall quietly and in an orderly way
- Respectful: listening not talking or fidgeting.

On trips or events

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

Appendix 3 Behaviour and Sanctions

In the following tables, we have listed inappropriate behaviours and a range of negative consequences that may be used, as deemed necessary (please note that the lists are not exhaustive).

Table 1 Misbehaviour

Low Level	Moderate Level	Serious Level
Fidgeting/fiddling Telling tales Punctuality Dropping litter Noisy e.g. talking/shouting Failing to keep on task Leaving desks Unkind remarks Time wasting Telling lies Running in corridors Pushing in line Borrowing without permission Leaving work area untidy <i>Any persistence of low-level behaviours would move into the moderate level.</i>	Consistently shouting out Poor effort Distracting others Bad language (one off) Unprepared for work (continuously) Hurting others/threatening/aggressive behaviour Stealing Disregarding instructions Refusal to cooperate Vandalism – graffiti etc. Disrespectful or rude attitude to others <i>Repeated incidents of any moderate behaviour – Headmistress informed.</i>	Extreme physical aggression Racism Bullying Theft Purposeful damage to property Serious physical/verbal threats made to staff Violent outbursts – verbal/physical Leaving school without permission

Table 2 Sanctions/ Actions

Low Level	Moderate Level	Serious Level
Frown Tactically ignoring behaviour A verbal reprimand Reminder of positive behaviour Withdrawal of attention Repeat activity properly Child sits alone Reward others Warning Related sanction, e.g. completing work, cleaning up mess Expecting work to be completed at home or at playtime	Time deducted from playtimes Standing with an adult at break time/lunchtime for a specified time Extra work Internal exclusions – working away from own class Reflect and write letter to parents Loss of privileges – as appropriate Referred to SLT or Headmistress Sending a child to work in another classroom Verbal/written apologies Putting things right/Reparation	Time out Send to Headmistress Involve parents Involve Pastoral Coordinator if appropriate Daily/weekly behaviour report Involve outside agency Writing a letter home Agreeing a contract A system for being 'on report'