

Bentham CP School

Positive Behaviour Policy

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting high expectations, good relationships and thus positive behaviour, so that people can work together with the common purpose of helping everyone to learn.

We believe that by constantly modelling, recognising, developing and celebrating our core values that we will create an atmosphere of trust and mutual respect between all members of our school community, where everyone feels cared for and valued.

At the centre of the policy is the recognition that we are responsible for everything we say and do, and that the choices we make have consequences. It is our aim to recognise and praise children when their choices have positive consequences, celebrating with them and the school community the impact this has had. A key part of this is ensuring all members of the community (staff, parents and governors) actively model the behaviours expected from the children, whilst recognising and praising children for their positive behaviour. This not only builds positive relationships but shows the children that we all recognise we have a responsibility to promote good behaviour in our society.

Equally, we also need to support children when their choices have negative consequences, ensuring they recognise and reflect carefully on these. Through reflection, the aim is that they take increased responsibility for their actions, by making amends and then learning from the experience by modifying their future behaviour in similar situations.

By allowing children to take greater responsibility for their actions, they will develop the ability to self-manage and reflect on their behaviour. They will grow in self-belief and awareness as they become increasingly independent members of society, and as a result produce extremely high standards of behaviour, and a positive and ambitious attitude towards each other, their work and the school.

At Bentham CP School, we value children's mental health and wellbeing and our behaviour policy aims to ensure support for all children. We are committed to developing an ethos where children feel safe and happy at school due to the kind, considerate and respectful behaviour of the whole school community.

Aims

Bentham CP School wants to ensure that every member of the school community is made to feel safe, valued and respected and for all persons to be treated fairly. We value restorative practices and aim to give the children skills to resolve conflict. We believe that the key to behaviour management is relationships and we work hard to build positive relationships with children based on mutual respect.

We have three rules for behaviour at Bentham CP School that our consistently referred to in all classes and throughout the school day. They are:

We care, we share, we tell the truth.

Bentham CP School does not tolerate bullying of any kind and such incidents, although rare, are treated very seriously. For more information, please see our Anti-Bullying Policy.

As a staff team, we recognise the impact we have on the ethos of our school. In order to promote positive behaviour, we all take responsibility for ensuring children are supported in their behaviour choices.

All School Staff Responsibilities

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour, and therefore have a responsibility to:

- praise children on individual / group basis, making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken
- be consistent with all consequences, displaying and following our whole school policy

- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep open lines of communication with parents/carers to support improvement in choices and behaviour
- liaise with parents, colleagues, the Headteacher and external agencies, as necessary, to support and guide the progress of each child
- to adopt (by confirming through a signed declaration) the school's "Acceptable use policy for staff" in relation to the use of technology.

Headteacher Responsibilities

In addition to the above, it is the responsibility of the headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness
- regularly monitoring the application of the policy, and reviewing behaviour in all areas of school on a timely basis
- ensure the health, safety and welfare of all children in the school
- maintain a record of all reported serious incidents of misbehaviour using CPOMS.
- issue fixed-term exclusions to individual children for serious acts of misbehaviour, and for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified and as a last resort.

Parents and Carers Responsibilities

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour. Parents and carers therefore have a responsibility to:

- be aware of our school values and expectations (which will be communicated regularly) and to support and model them wherever possible
- work positively in partnership with the school to improve behaviours
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors. Following the school complaints policy, a formal grievance or appeal process can be implemented (please see the school complaints policy for further details).

Governors Responsibilities

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Positive Approach

We aim to promote and reward positive behaviour. We continually reinforce our expectations for the children: **We care, we share, we tell the truth** and we aim to praise children by being committed to 'catching the good' to help develop children's self-esteem. When starting school, each child is put into a House Group – Ruby, Amber, Sapphire and Emerald. We award House Points to individuals and groups linked to the **School Rules** and our school values. These are for: **Be Proud, Be Yourself, Be Together, Be Friendly, Be Strong, Be Bentham!**

Each week in Celebration Assembly, the house with the most house points is rewarded with a rosette. The house with the highest number of rosettes at the end of each half term is rewarded with a house party. This 'house' award encourages children to work together as a team. In addition to this we also award a weekly Praise Assembly Award, one per class, which is for something really special linked to our School Values. We also award certificates related to a particular focus at that point in the year.

How we encourage positive behaviour at Bentham CP School:

- House points for positive behaviour, linked to the school rules and school values
- Class or team incentives, eg jewels or pom poms in a jar
- Classes have their own reward systems for individuals with a theme chosen in collaboration with the children.
- Verbal praise
- Smiles and positive non-verbal communication
- Weekly Assembly Award and other recognition in Celebration Assembly
- Head Teacher's award stickers and certificates
- Sharing work with the Headteacher or another adult in school
- Positive feedback to parents/carers (phone call, email or postcard linked to our school values)
- Personalised reward systems based on individual needs and using children's interests as drivers

As referred to in the aims of this policy, it is the intention for children to learn how to self-regulate and manage their own behaviour, becoming self-aware, confident and independent members of society as a result. Therefore, the focus will be on developing their "intrinsic" motivation (e.g. desire to improve for their own sake) rather than their extrinsic motivation (e.g. desire to improve for tangible reward or for others). However, it is important to recognise that extrinsic rewards such as stickers/certificates/trophies can be effective provided they are used on an occasional basis and to praise genuinely outstanding achievement.

Our approach to consequences:

Whilst it is our hope and vision that all children will make positive choices, we also need to accept that we are all still learning how our actions impact on us, each other and the world around us. Therefore, when children make choices that have negative consequences it is our responsibility to support them in recognising, reflecting on and dealing with these.

Staff at our school consistently follow a series of consequences, if a child does not follow the school's 3 rules. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We believe that consequences are important to help children understand when they have made a wrong choice, reflect on that and make better choices in the future. In order to ensure absolute consistency in our approach, when a child makes a wrong choice, we follow the following sequence of actions, with suggested phrases below:

1. **Reminder** - "I noticed that you are ... not ready to work; not being behaving respectfully; not safe."
2. **Warning** - Explain what they are doing ... "You are not ... (caring, sharing, telling the truth) because ..." "Please think carefully about what to do next."
3. **Consequence** - Privately explain to the child that their choices have led to them to a consequence. **The adult** explains to the child the consequence for their behaviour choices that is relevant and in proportion to their age and the negative choice they made e.g. staying in at playtime to complete their learning, writing a letter of apology to another child, verbally apologising to adult etc.
4. **More Serious Consequence** - The child may need to work in an alternative classroom or space or they may need to be escorted to the headteacher. Where a child has behaved in a way that deems a more serious consequence, their parents/carers will be informed the same day wherever possible and the Incident will be recorded on CPOMS. The child may spend time with the Headteacher or a member of the leadership team.
5. **Repair** – following a more serious incident, this repair time will include a discussion with the teacher, Headteacher and may include parents/carers. Where possible this will take place outside of teaching and learning time.

Where there are incidences of persistent low-level disruption, a behaviour support strategy may be introduced to support individuals, such as a behaviour card.

Expectations for learning to be completed:

If learning has not been completed due to behaviour, despite the behaviour policy being applied, then this will be either completed at playtime/lunchtime-

Restorative Practice

'Punishment doesn't teach better behaviour, restorative conversations do.' (*'When the Adults Change, Everything Changes'*, Paul Dix)

At Bentham CP School, we actively avoid sanctions or consequences where a child is made to feel shame or humiliation. Children do not improve their behaviour after feeling worse about themselves. Behaviour is improved by building children's self-esteem and helping them to believe that they can make the right choices, they are kind and they are capable of behaving well. We deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff.

When an issue arises, the child/children involved will be asked to consider their behaviour, its impact and how they can make the situation better. We aim to discuss wrong choices with the person(s) affected. If a child hurts or upsets another child or in another appropriate situation, they will be asked any, or all, of the following questions:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you did?
- How do you think they feel now?
- What do you think needs to happen next?

The person affected by the behaviour, which might include the teacher, will be asked any, or all, of the following:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- What do you think needs to happen next?

These questions are in line with a restorative practice approach where the questions are neutral and non-judgemental. They require the children to reflect on who has been affected by the behaviour and how they can make it better as well as developing empathy.

We do not follow a set script or approach, instead adapting to the child and/or situation in recognition that different approaches are needed for different children, within our inclusive ethos.

Children with Social, Emotional or Mental Health Difficulties

For children who have social, emotional or mental health difficulties extra support will be provided. This is evident in many ways for example; visual time tables, nurture times, personalised reward systems, parental engagement, structured playtimes, de-escalation strategies. In addition a referral may be made by the SENCo and extra support sought from outside agencies with parental consent. ~~Support from our Family Support Assistants may also be accessed.~~

Recording, Monitoring and Evaluating Behaviour

At Bentham CP School, we are aware that effective classroom management and organisation are key to ensuring positive and rewarding behaviour.

To ensure that we meet the aims set out in this policy it is critical that we are consistent in our approaches and record, monitor and evaluate both class and whole school behaviour. Leaders ensure that behaviour is monitored and recorded correctly. It is important that all staff are given the opportunity to feedback to class teachers. Class teachers and support staff will develop their own communication procedure and MSAs/TAs will informally feed back to class teachers at the end of lunch, as required.

All members of staff are expected to log significant behavioural incidents using CPOMS. Where behaviour has been logged, parents will be informed by the class teacher or in the case of more serious incidents, the Headteacher. This is monitored regularly. In instances of very significant behaviour, for example the injury of a person, harmful sexual behaviour or racial abuse a Major Incident Report Form will be completed.

Major issues

Serious misbehaviour

Incidents of serious misbehaviour are very rare at our school. However, in the following circumstances, the leadership team will get involved, and parents will be contacted to discuss appropriate sanctions and resolution of behaviour:

- persistent disrespect / abuse towards children or staff;
- physical/verbal assault of staff or pupil (including threatening behaviour);
- deliberately dangerous behaviour which may contravene health and safety (including vandalism of other children's or school's property, running away from class/school);
- bullying (including cyber-bullying)
- racist, sexist, homophobic, and transgender remarks
- stealing

Anti-Bullying

At Bentham CP School we are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We prevent bullying in a range of ways. We talk about what the term bullying means and ensure that pupils are clear about what to do if they experience bullying. Educating pupils about the impact of bullying, including cyber bullying is an important part of our classroom discussions and PSHE learning. We take bullying seriously and ensure that both children and their families are supported. We have a separate policy which will have further detail on how we support children and families if the rare case of bullying arises. Where bullying behaviour is identified as 'peer on peer abuse', the child protection policy will be followed.

Exclusion

It is very rare for exclusion to be necessary or seen as the best option for a child, however there are times when exclusion is unavoidable. This will always be an absolute last resort. Please see our Exclusion Policy for more details.

Date of Policy: September 2024

Date of Review: September 2026