



An Academy

BOUGHTON PRIMARY SCHOOL: AN ACADEMY



An Academy

Positive Behaviour Policy and Procedures 2021-2022

PERSON RESPONSIBLE FOR POLICY:	<i>MRS MARY JAMES</i>
APPROVED:	<i>FGB OCT 6TH 2021</i>
BY:	<i>FULL GOVERNING BODY</i>
TO BE REVIEWED:	<i>ANNUALLY</i>

At Boughton Primary all staff work in partnership to ensure the highest standards of behaviour and conduct. The named personnel with designated responsibility for Positive Behaviour management are the Senior Leadership Team:

Head Teacher	Deputy Head Teacher	EYFS/KS1 Lead	KS2 Lead
<i>Mrs Mary James</i>	<i>Mrs Jodie Hartwell</i>	<i>Mrs Rachael Allen</i>	<i>Mrs Rachel de Pass</i>

POLICY CONJUNCTION

This policy forms part of our Safeguarding suite of policies. It should be read in conjunction with our Safeguarding and Child Protection Policy, our Anti-Bullying Policy and the school's Complaints Policy.

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Background and Rationale

During the summer term of 2019, we consulted with the children in each class, via the school council, to find out the pupils' perspective regarding what works well and what could be better in the application of our Behaviour Policy.

The children told us that overall they like our systems, they are clear and everyone understands the consequences for their choices.

Feedback from the children told us it would be even better if anyone who has behaved well had some additional recognition; not an extra award but just weekly acknowledgement of their positive behaviour choices.

In February 2020 we updated our Behaviour Promise, in order to clarify the desirable behaviours that we wish to see:

Be Kind...Be Safe...Be Responsible

We call these our Boughton B's.

This can be applied in all contexts and includes playground behaviour and behaviour for learning.

Our philosophy that *it is more effective to reward than punish* remains unchanged.

Rewards for Positive Behaviour

In class rewards (vary according to each class):

Stickers

Stamps

Dojos*

Raffle tickets

VIP

Star of the week

Reach for the Stars

Whole school daily/weekly rewards:

Good to be Green stickers

House points

Head Teacher's tea party*

Whole school termly rewards:

Values' Award

Head Teacher's Award

*Changes to rewards due to Covid-19

We are keen to ensure that our children still have the opportunity to earn the rewards they are used to, despite Covid-19. However, we have had to make certain adaptations. For example, if earning dojos in the classroom, an adult will touch the screen to update them rather than all the children.

The children love to earn an invitation to attend the Head Teacher's tea party but we are currently unable to mix our bubbles. Instead, classes will work towards a whole-class tea party with Mrs James, by earning individual superheroes (Resilience Ranger; Captain Curiosity; Colonel Co-operation; Metacognition Magician). In this way, every child's positive behaviour will contribute and therefore every child will be included in a tea party.

The termly Values and Head Teacher's awards will be presented in class, until we are able to resume assemblies.

Attendance and Behaviour

The children were keen to share with us what they saw as unfair, for example, pupils achieving awards and rewards despite poor attendance. We are therefore including attendance as a criterion for pupils being eligible for the whole-school awards and rewards. Having consulted with the Board of Governors, the Senior Leadership Team reserves the right to review this under the current circumstances, particularly in the case of pupils with diagnosed underlying health conditions that affect their attendance.

The weekly "good to be green" sticker can only be earned by being in school **every** day of the school week.

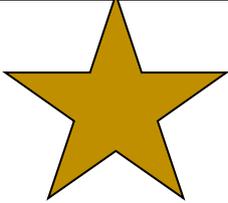
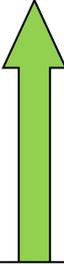
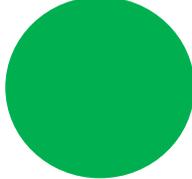
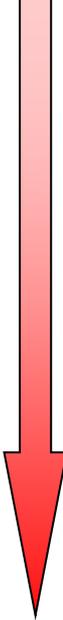
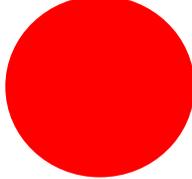
However, good behaviour will still be rewarded on a day to day basis with house points and other awards used in different classes (raffle tickets, dojos etc), as well as contributing to whole class termly rewards. In addition, the class with the best attendance each term earns a treat.

Good to be Green

Every class (Y1 to Y6) has the chart below displayed clearly for the children to see.

Everyone starts each lesson on the Start button. Children need to stay on Start or the green traffic light in order to be “green all week”.

Children who stay on green all week earn a Good to Be Green sticker at the end of the week.

<p>Children’s names move onto the star when they make continued positive choices. Working hard, listening, contributing, keeping our Behaviour Promise, will all result in moving to the star.</p>		
<p>Everyone starts every day and every session on the Start button. From here they could move up or down. Positive choices will lead to moving up to the star.</p>		
<p>Making the wrong choice will lead to a warning (a “1”). Moving to the “1” still means a child can be “green all week”.</p>		<div data-bbox="1278 808 1465 936" style="border: 1px solid black; padding: 2px;"> <p>Everyone starts here</p> </div>
<p>A further wrong choice leads to a second warning (a “2”). This now means that the child can no longer be “green all week”.</p>		
<p>A further wrong choice leads to a “3”. This requires a “minute to manage” .</p>		
<p>Choosing not to change the behaviour after this will lead to moving onto the “Stop” sign, which results in a Yellow Card.</p>		
<p>Continued poor choices lead to the “No Entry” sign, which results in a Red Card.</p>		

Reach for the Stars

All children have the chance to move up to the star. This is based on the choices they make.

Our philosophy is that something earned isn't taken away.

However, reaching the star is not a right, it has to be earned, and it's every child's responsibility to make the right choices.

If a child's name is on the star at the end of the lesson, their teacher will award something already agreed e.g. house points, dojos etc. These are earned and never taken back.

Children stay on the star once they are there, provided they continue to make the right choices. This is in their hands and we have explored how they are responsible for the choices made. This is part of our PSHE curriculum and day-to-day learning.

If a child continues to make good choices and remains on the star until the end of the day, their teacher will award whatever they have agreed with the class e.g. dojos, raffle tickets etc. However, making wrong choices within a lesson may result in a warning and return to Start.

The purpose of the star is to give all children something to aspire to but also to acknowledge those who consistently make the right choices, so they know this is noticed and acknowledged.

At the end of each day, everyone returns to Start.

Managing behaviour in the classroom

The class teacher will set their expectations about behaviour and noise at the start of the lesson. This will be the only warning to the class, with the expectation that everyone is ready to learn.

(With younger children the teacher will judge whether an additional reminder is needed).

From this point, our 1,2,3 system applies:

1 – move to the green traffic light. This is the chance to change. If children don't go any further, they can still be green all week.

2 – move to yellow. This means that the child/ren can't be green all week as they've chosen to continue inappropriate or off-task behaviour.

3 – move to red. This means the child/ren will need to have a minute to manage.

Chances to change

Anyone who changes their behaviour at this point (on a 3 – red traffic light) moves back to Start with everyone for the next lesson.

However, anyone who chooses not to change moves to the "STOP" sign. This results in a yellow card and means they need to have *reflection time** .

If misbehaviour continues, the child/ren will move to the "No Entry" sign. This means a red card, requiring further *reflection time** and the need to make amends.

Reflection time is time paid back for the learning lost in a lesson or the impact on others in lessons or breaks. This happens with a senior leader, on a rota basis. If we are subject to further restrictions at any point, due to Covid-19, we will send a Reflection Sheet home if a child has a Yellow or Red card. This can then be completed with a parent or carer and the child can discuss what went wrong and how to make amends. The Reflection Sheet should be returned to the class teacher when complete.

Free Time/extra rewards

Classes can the chance to **earn** free time – extra time on the playground or trim trail; board games, lego/construction in the classroom; or another activity that the class chooses. Teachers will risk assess with Covid-19 in mind, to ensure the activity is safe.

No class starts the week with free time, therefore it is not lost or taken away; it has to be earned by making positive choices. More than one class can win each week.

Instant Yellow or Red Cards

If behaviour choices are very poor, children might need an instant yellow or red card.

Behaviours considered serious enough to result in a card instantly include:

- Physical aggression, with intention to hurt;
- Dangerous behaviour, which could include overly boisterous play that ends in an unintended injury;
- Deliberate non-compliance toward adults;
- Unkind deeds or unkind words, including rudeness and swearing.

Yellow or Red?

Usually behaviour resulting in an unintended consequence or injury will constitute a yellow card, while deliberate, intentional, serious misbehaviour will lead to a red card.

However, staff will use their professional judgement to weigh up both the intention and severity of the behaviour.

In KS2, pupils' preparedness for learning may also lead to 1, 2, 3, then yellow and red cards. Preparedness for learning includes wearing PE kit to school on the allocated day, unless there is a valid reason which has been notified to the class teacher directly by the parent. The first 3 occasions without kit will constitute a 1,2,3 respectively; beyond this, a yellow card and then a red.

This is to instil in our pupils the understanding that every lesson counts and the importance of coming to school prepared for all aspects of the curriculum.

Breaks and Lunchtimes

In order to ensure clarity for the children, staff will agree whether a card is needed after a playtime incident, in consultation with the Leadership Team.

At lunchtimes a member of the Leadership Team will make the decision.

The severity and intention of the action will determine whether a yellow or red card is issued.

Communication with Parents

- Yellow or Red cards will be sent home on the day they are issued, along with a Reflection Sheet where necessary due to restrictions. Ideally, a face-to-face or telephone conversation should happen with the parent as soon as possible.
- Wherever possible, class teachers will contact parents as soon as concerns are arising, to allow for a conversation before situations get out of hand.
- Where needed, class teachers will invite parents in to meet with a member of the leadership team to discuss persistent misbehaviour and plan together to help children manage their choices with a solution-focused approach.

Exclusion

In exceptional circumstances, we will consider using:

Isolation in school (internal exclusion) OR fixed-term exclusion where parents or carers are called and asked to remove the pupil from school for a set period of time.

Such circumstances are very rare at Boughton Primary and we are committed to working with parents, to prevent the need for exclusion of any kind.

Finally, the intention of our policy is to encourage **positive behaviour**. If conduct around the school is good, and managed well, children have the best possible chance to reach their potential in all areas.

We hope that the changes we have made for this academic year will keep Boughton Primary a **safe and happy place** for learning where children doing the right thing and staying “green” get the recognition they deserve.