

# Policy for Positive Behaviour Management

at

**WESTON ALL SAINTS  
PRIMARY SCHOOL**

**Bath and Mendip  
Partnership Trust**

**Review Due: March 2022**

**Last review: March 2019**

## 1 This Document

1.1 This document is a statement of the aims, principles and strategies for the provision of Positive Behaviour Management at Weston All Saints Primary School (WASPS).

1.2 It was **first** developed during the spring term of 1997 and has been regularly reviewed and updated.

1.3 This policy was last reviewed during the spring term of 2019 through a process of consultation with teaching staff and approved by the Governing Body.

1.4 In addition to this policy please refer to the following policies:

- Equality
- SEND
- Anti-Bullying

## 2 What is Positive Behaviour Management?

2.1 Positive Behaviour Management is the process by which a school sets out to create an orderly and coherent environment in which children are encouraged to behave well, work hard and learn to be caring and responsible members of the community.

## 3 Aims

3.1 Our aim at WASPS is to establish an orderly and caring environment in which pupils feel secure and confident, and are able to work towards achieving their full potential.

3.2 The expectations for acceptable behaviour are to be understood by all. Children should understand that working hard and behaving in an acceptable manner will result in positive recognition of their efforts.

3.3 We aim to develop a positive partnership between school, parents, and pupils to help the children feel valued and secure. The children should understand why rules are necessary and to feel some ownership of the rules. The children should develop personal responsibility, respect for others, and a caring attitude that will remain with them in later life.

3.4 Above all, we aim for the school to be a place where the management of behaviour is unobtrusive and effective and where learning is the focus for all.

## 4 Principles

4.1 We have high expectations of pupils at WASPS and believe that teacher expectations play an important part in improving pupil behaviour.

4.2 As a Church of England VC School, our behaviour principles are consistent with our Christian foundation. Christian principles, in line with our school Christian Values, are modelled, taught, encouraged and rewarded.

## **5 We believe:**

- 5.1 • that it is the school's responsibility to create a positive and orderly environment within which good behaviour is actively encouraged.
- 5.2 • that the school should offer clear guidelines for what constitutes acceptable and unacceptable behaviour. (See appendix A)
- 5.3 • that children can learn by observation and example, and that by demonstrating caring and considerate behaviour, adults within school can have an important role in helping children to understand the standards expected of them.
- 5.4 • that by offering clear and consistent rewards for positive behaviour, the children will see that all actions have consequences and that it is preferable to behave well and work hard.

## **6 Strategies for Ensuring Consistency in Positive Behaviour Management**

- 6.1 The school Christian Values and WASPS Golden Rules, are displayed prominently around the school and referred to regularly.
- 6.2 The school Christian Values are firmly embedded into the curriculum and are also the basis for many school and class assemblies, circle times and (Personal, Social and health Education) PSHE lessons.
- 6.3 WASPS Golden Rules were introduced and discussed with the children before being agreed.

## **7 Communication**

- 7.1 Communication between home and school is important when dealing with behaviour problems. Generally, teachers will meet informally with parents after school, (or telephone them during the school day) if there is a problem. This is often sufficient to sort out minor, isolated problems.
- 7.2 Where there are persistent problems, the parents will be contacted formally through the school 'Staged Discipline Procedure'.
- 7.3 The termly Parent Teacher Interviews offer a regular opportunity to discuss behaviour issues and agree strategies. It is always helpful for teachers and parents to share different perspectives on a child's behaviour.

## **8 Staff Training and Resources**

- 8.1 Staff are given regular in-service training on Positive Behaviour Management for use in the classroom. This training is provided through INSET, staff meetings for teaching staff and regular whole school staff meetings,
- 8.2 All staff are aware of, and are in agreement with, the list of acceptable and unacceptable behaviour.
- 8.3 Staff have access to a range of online documents, books, and videos which offer guidance on managing children's behaviour.
- 8.4 Staff are encouraged to refer to Jenny Mosley's 'Circle Time' training manual for guidance in strategies for Behaviour Management.
- 8.5 All class teachers have access to stickers, stamps, and certificates.

## **9 Strategies to Promote Positive Behaviour**

Our strategies are:-

9.2 To focus on good behaviour whenever possible, offering praise and reward.

9.3 To set clear guidelines for acceptable and unacceptable behaviour, which are consistently enforced. In addition to whole school rules, teachers, after discussion with their pupils, are encouraged to develop their own age appropriate class rules.

9.4 To distinguish between the child and the action, making clear that it is the specific behaviour, and not the child, that we do not like.

9.5 For all staff to follow agreed procedures when dealing with incidents.

Please refer to: '[Procedures for Dealing with Incidents.](#)'

9.6 To use assemblies to tell the story of positive role-models eg, Bible characters, saints, inspirational people (such as Dr Barnardo) and 'moral' fictional characters.

9.7 To use class-based assemblies and 'Circle Time' to provide classes with opportunities to discuss behaviour issues as and when they arise. These regular sessions encourage children to think about the effect their behaviour has on others.

## **10 Rewards and Positive Sanctions**

Staff regularly use the following strategies to reward positive behaviour

10.1. A quiet word of praise and congratulations.

10.2. A written comment on a piece of work.

10.3. A sticker or stamp for an individual or as a collective class reward/merit.

10.4. A visit to another teacher, a Year Group Lead teacher, one of the Heads of School or to the Executive Headteacher.

10.5. A word of praise in front of the child's class or year group.

10.6. In class presentation of class certificates by teachers

10.7. Presentation of 'Worker of the Week Award'

10.8. Presentation of 'Class Awards' and various awards to Year Six pupils, for their positive contribution to school life, at the end of year Leaver's Service.

## **11 Health and Safety**

11.1 This is an important factor in behaviour management. Discipline enables children to function in a safe and pleasant environment.

11.2 Children are expected to move around the school quietly and sensibly showing regard for others as they do so.

11.3 Routines for entering and leaving the classroom and the school building are consistently applied by all teachers and staff.

11.4 If a child is considered to be at risk of being a danger to themselves or others, plans are made to ensure their safety and the safety of others. This could include playing in restricted areas of the playground, careful surveillance by an adult, finding an alternative playtime or reducing the length of playtime.

## **12 Dealing with Unacceptable Behaviour and Negative Sanctions**

12.1. Before a sanction is given, it is important that the child understands why their behaviour was unacceptable and that a consequence is therefore needed.

12.2 A minor, isolated incident will only warrant a minor sanction, such as a verbal apology, missing a few minutes of playtime or collecting litter.

12.3 For more deliberate unacceptable behaviour, it may be appropriate to ask a child to write a letter of apology in some instances.

12.4 In the classroom, a teacher may wish to move a child to another place if they have not responded to the teacher's requests.

12.5 If the child continues to disregard the teacher's requests, then it may be necessary to withdraw the child to another class or consult a senior member of staff.

12.6 An 'Incident Form' must be completed where a more serious incident occurs or where a child is continually misbehaving, even if the incidents seem relatively minor. 12.7 It is expected that patterns of unacceptable behaviour are identified and dealt with swiftly.

## **13 Procedures for Dealing with Incidents**

13.1 The Behaviour Incident Procedure sets out a structured system of identifying and dealing with behaviour incidents through a series of stepped levels. The levels 1 – 4 relate to the severity or frequency of the behaviour.

13.2 Staff are trained to use the stepped procedure as follows:

### **Level 1**

Unacceptable behaviour at Level 1 can be dealt with by the class teacher. Examples are unkind words and actions to others, disrupting a lesson by calling out.

13.3 • Child is spoken to once, drawing their attention to the unacceptable behaviour and why it is unhelpful.

13.4 • If the behaviour continues, the child is spoken to again and is warned of the consequences.

13.5 • If the behaviour still continues the child is given the consequence as warned and is reminded why the action was wrong.

### **Levels 2, 3 and 4**

13.6 For more serious incidents, eg deliberate physical violence, verbal abuse or ongoing Level 1 unacceptable behaviour, year group lead teachers are notified and an Incident report form is completed as soon as possible.

Assistant Heads and Heads of School are informed as needed. This procedure enables the senior management and Executive Headteacher to deal with all issues in an informed and fair way, and monitor children's behaviour in a structured way.

13.7 Each incident is dealt with individually as is felt appropriate by the class teacher, the year group leader and the senior management team. Children's personal needs and circumstances are always considered. Parents are informed. Children receive consequences which as far as possible link directly to the incident.

13.8 Level 2-4 incidents are systematically logged and are available to be referred to as needed. The Executive Headteacher is always informed of level 3 and 4 incidents and will be directly involved in subsequent action. (see exclusion policy)

13.9 Teachers who notice a pattern of behaviour in a child, eg repeated Level 1 incidents, must communicate their observations to their year group leader. This may result in needing to inform senior leaders through a concern form after following the Behaviour Incident procedure.

13.10 If the child's behaviour is due to a special educational need, a discussion with parents will take place and pupils will be given appropriate support to help manage their behaviour. For further details, please see the 'Policy for Special Educational Needs and Disability'.

## **14 Role of the Assistant Heads, Heads of School and Executive Headteacher**

The role of senior management in **leading and supporting** Positive Behaviour Management is to:

- 14.1 • promote self-discipline and regard for authority.
- 14.2 • encourage good behaviour and respect for others.
- 14.3 • support staff in the appropriate method of managing pupil behaviour by acting in an advisory/consultative manner.
- 14.4 • act as a more serious sanction.
- 14.5 • liaise with parents
- 14.6 • ensure that the standard of behaviour of pupils is acceptable.
- 14.7 • make rules and sanctions, and ensure that these are applied consistently throughout the school.

- 14.8 The Executive Headteacher will also
- act as the ultimate sanction
  - liaise with parents and, where necessary, governors where there are more serious behavioural problems.
  - decide if behaviour warrants the need to exclude a pupil either temporarily or permanently.

Appendix A  
 Acceptable and Unacceptable Behaviour document

**WASPS BEHAVIOUR EXPECTATIONS**

<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
<p>Sharing and caring behaviour</p> <p>Controlled enthusiasm</p> <p>Occasional disengagement</p> <p>Polite disagreements but respecting others and their beliefs / choices</p> <p>Being polite</p> <p>Doing as you are asked by an adult</p> <p>Following instructions first time</p> <p>Trying your best</p> <p>Taking care of belongings and the environment</p> <p>Praising and encouraging others</p> <p>Good manners – respect for feelings</p> <p>Willing to help / lending a hand</p> <p>Listening to others</p> <p>Co-operating with others</p> <p>Being willing to compromise sometimes</p> <p>Being inclusive</p> <p>School uniform (appropriate clothing)</p> <p>“Be prepared”</p> <p>Being responsible</p>	<p>Deliberate thoughtlessness towards others</p> <p>Swearing / spitting / hurting another</p> <p>Shouting / stealing</p> <p>Lying / cheating</p> <p>Rudeness</p> <p>Refusing to do as asked by an adult</p> <p>Play-fighting – aggressive behaviour</p> <p>High noise level</p> <p>Mental and verbal abuse</p> <p>Destroying / damaging property</p> <p>Disturbing others’ peace</p> <p>Continual time-wasting</p> <p>Not co-operating / participating</p> <p>Running indoors</p> <p>Careless time-keeping</p> <p>Interrupting</p> <p>Running out of school</p>