



BOWERHAM PRIMARY & NURSERY SCHOOL **Achieving Positive Behaviour**

DATE: July 2023

Review date: July 2024

Stand tall, reach high, love learning



The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Our Head teacher, Mrs J Banks has overall responsibility for Behaviour Management within school.

This policy is to be read in conjunction with Bowerham's Primary and Nursery School Behaviour and Discipline Policy.

Policy Statement

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aims of the Policy

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Expectations

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We will familiarise new staff and volunteers with our behaviour policy and its guidelines for behaviour.

We expect all members of our setting – children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be kept consistently.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect – those used by members of our school.

Strategies used within our programme for personal, social and emotional development to promote and reward positive behaviour:-

In Nursery

- Star reward chart – each child will have their own 'star' and be rewarded with stickers for positive behaviour. When they have 10 stickers they can take their star home to show their parents.
- Bowerham Bear – each week two children have the opportunity to take home Bowerham Bear for the weekend, in return for doing for outstanding work, effort or behaviour. These children are our 'Stars of the Week' and are published on the window display and on Tapestry.
- Happy box – children's names are put in the happy box; this will then be drawn twice a week to acknowledge brilliant effort or acts of kindness in Nursery.
- Positive comments and stickers are put in the communication books.

In Reception Class

- Star reward chart – each child will have their own 'star' and will be rewarded with stickers for positive behaviour. When they have 10 stickers they can take their star home to show their parents.
- Team points- children are given individual children team points during P.E based sessions. **Ashton** – Yellow, **Owen** – Red, **Storey** – Green, **Helme** - Blue. These are given to children, either for consistent good work or behaviour, no more than 3 awarded at a time. The winning team each half term is given a 'Winning Wednesday' reward of extra playtime in which the Reception Class children have the opportunity be involved in.
- Citizen of the Week- each week two children are chosen to be the Citizens of Week. This is for a child who has demonstrated the 'Value of the Half Term' throughout the week - these are published on the window display and on Tapestry.
- Happy box – children's names are put in the happy box; this will be then drawn weekly to acknowledge brilliant effort or acts of kindness in school.
- 'Stars of the Week' - awarded to two children for outstanding work, effort or behaviour. The two stars of the week have the opportunity to take home Bowerham Bear for the weekend - children's names are also published on the window display and on Tapestry.

- Marble days – children are rewarded for whole class team work, effort and good behaviour. Once 50 marbles have been transferred into a special jar children are then given the opportunity to choose a reward or treat e.g. visit to the park, fancy dress day. (1 marble is good; 2 marbles is outstanding)
- Positive comments and stickers are put in the communication books.
- Each half term we have a whole school Celebration Assembly in which the winning team for Winning Wednesday and the overall half termly head teacher certificates are announced.

Positive Strategies to be used with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more acceptable response.
- Staff, volunteers and students will also discuss and use the familiar and consistent language of how children can show their 'Bowerham Best' through the school rules which are; we are gentle, we listen, we are honest, we look after property and we work hard.
- In Reception Class children's behaviour is also managed through the sunshine, cloud and lightening system. This visual behaviour system starts on a daily basis with all children's names on the sunshine. For low level disruption children may move to the cloud and if their behaviour continues then they move to the lightening. Children as a consequence of this may also have time out to think about how they can make the 'right choices'. ABC charts are also used to record behaviour that is a worry.
- In some instances, where a child is not responding to approaches such as the sunshine, cloud and lightening system individual children's behaviour will be managed through an alternative 4 step system. This involves a child following 4 numbered steps prior to receiving a consequence for their behaviour. If a child is displaying inconsiderate or negative behaviour they are given the opportunity to make the correct choice, this is also supported via a countdown from 5 to 1 (visual and verbal) If they choose to ignore this they are moved to step 1. The child will continue to be moved along the step system for each incident that involves inconsiderate or negative behaviour, each time they will be given the opportunity to make the correct choice. If a child is moved to step 4, they will be given an age appropriate consequence.
- We positively affirm considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in their learning how to cope more appropriately.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.
- Children with additional needs that impact on their behaviour may be placed on an ABC chart/ Individual Behaviour Plan to record the behaviour, possible triggers and the consequence/function of that behaviour.

- Behaviour records are monitored regularly. If there appears to be a pattern of negative behaviour, children may be placed on an ABC chart to review behaviour and triggers.

Partnership with parents/carers

- If a child has a pattern of behaviour that causes concern, we believe to be successful in promoting positive behaviour we must work in partnership with parents/carers. Parents will be regularly informed about their children's behaviour by their key person and we will work with parents to address recurring inconsiderate behaviour, using our observation records/ABC charts/Individual Behaviour Plans to help us understand the cause and to decide jointly how to respond appropriately.
- ABC Charts may also be developed by the class teacher to support recurring behavioural concerns. These will be sent home to support parents where they need support as appropriate.

Consequences

At times it may be necessary to remove a child from a situation or give a child 'time out' for a short time to consider and think about their actions. The child will never be left alone and staff will emphasise disapproval of the behaviour and not the child. The child will always be encouraged to comfort and make amends e.g. asked to get a tissue for tears, give a comforting cuddle.

We will use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. All members of staff have the legal power to use reasonable force. Reasonable force will only be used to control or restrain a child to prevent them from hurting themselves or others, from damaging property or from causing disorder. In such incidents staff will always seek the support of the Headteacher, or Senior Leadership Team if they are not available.

Details of such an event (what happened, what action was taken and by whom, and the name of witnesses) will be recorded. The child's parent will be informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.