

Positive Behaviour Management Policy

MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Positive Behaviour Management Policy

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Document date	Filename	Meeting submitted	Summary of changes required
27-04-13	MAP2 Positive Behaviour Management Policy	Primary and Nursery Committee November 2013	New policy
29-01-16	Positive Behaviour Management Policy	Primary and Nursery Committee March 2016	Additions and amendments to current practices Change in staff names

Positive Behaviour Management Policy

The nature of good behaviour at Marine Academy Primary:

We believe that good behaviour means that everyone in our school is:

- ★ careful and kind
- ★ polite and friendly
- ★ helpful and considerate
- ★ quiet and hardworking

We believe that the benefits of good behaviour are that:

Children:

- ★ learn what good behaviour means
- ★ learn to care for others
- ★ feel happy and safe
- ★ learn to be good friends
- ★ develop self-confidence
- ★ do as well as possible in their work

Staff:

- ★ teach effectively without disruptions
- ★ meet the needs of all children
- ★ work positively with Parents/Carers

Parents/Carers:

- ★ feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn:

- ★ to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- ★ to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- ★ to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

The Academy works to achieve these aims by:

- ★ planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- ★ structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- ★ providing clearly-defined and consistent boundaries which are carefully explained to the children;
- ★ acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- ★ providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

In the Classroom

Careful classroom organisation encourages positive and appropriate behaviour.

The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Marine Academy Primary we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom PSHE, SMSC and Citizenship learning and also at times when inappropriate behaviour has occurred.

Within the classroom, staff are expected to:

- ★ work under clearly understood rules;
- ★ ensure that learning is appropriate to children's abilities;
- ★ set clear objectives and targets, focusing on learning;
- ★ give clear instructions and explanations;
- ★ set clear learning requirements for children;
- ★ handle misbehaviour quickly and calmly.

In the Academy

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the Academy. The Academy has a 'House' system where the children work collaboratively together for the benefit of the team. These 'houses' are vertically grouped.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the Academy quietly and calmly so that others are not disturbed or distracted and,

especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

At whole-school assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff (Playworkers) to behave in a quiet and controlled manner and to remain seated while eating.

In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and Teaching Assistants on playground duty at breaktime to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or the Headteacher may be informed if any behaviour has caused particular concern.

During the lunchtime, the Playworkers assume responsibility for the children with the teacher who is on duty (or the Headteacher). During wet weather, the children remain in the classrooms. Staff are expected to supervise the children during wet playtimes or arrange adequate supervision on a shared basis with other teaching/support staff. During wet lunch breaks, the Playworkers, with support from their Line Manager, arrange appropriate supervision of, and activities for, the children.

Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or Headteacher to discuss ways of supporting the Academy. Parents/Carers may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

Our overall aim is to create a positive learning experience for every child.

The Academy's Policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

- ★ providing a well-organised and stimulating classroom and curriculum;
- ★ sharing successes verbally with other children and adults;
- ★ sharing successes during class and whole-school assemblies;
- ★ giving certificates and Headteacher Prizes to celebrate specific successes;

- ★ arranging special activity times to reward children for behaving well;
- ★ focusing on and praising appropriate behaviour;
- ★ defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"
- ★ making praise specific, e.g. "I'm really pleased you have shared the paints with John today" to a child who finds co-operation difficult;
- ★ speaking to children quietly and calmly;
- ★ speaking to children courteously, without the use of sarcasm;
- ★ smiling.

Behaviour Management

Behaviour System

The children must be aware of the rewards system that is in place and the consequences, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in the Academy. The Behaviour Triangle should be clearly displayed in each classroom.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- ★ Staff congratulate and praise children;
- ★ Staff award 'Golden Tickets' to children for answering questions that 'prove learning' or excellent attitudes towards learning and fantastic behaviour;
- ★ Each week we nominate a child from each class to receive the 'Starfish of the Week';
- ★ Headteacher's Prizes for good learning/behaviour/attitudes;
- ★ Classes from in Key Stages 1 & 2 have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

The Academy employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Approaches for Positive Behaviour;

1. We begin by giving the child 'The Look'
2. Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules
4. Identify the child and put their initials on the board as a visual reminder to them next to a sad face
5. Add a 'dot' next to their initials
6. Identify and move the child within the class and place a 'dot' next to their initials on the board
7. Issue a Time Out card when two dots have been reached and send child to:

- ★ the relevant Unit Leader or other member of SLT.

Negative behaviour before school, at play time, at lunch time or after school may result in a 'Red Card' given by the Playworkers or Teaching Assistants; this is then passed on to teaching staff and may lead to an entry on the triangle but this is down to the discretion of the class teacher and other Senior Leaders.

Each class also has its own 'Golden/Classroom Rules', which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the Academy knows the standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

The Golden Rules

These rules are formulated by each individual class at the beginning of the year and reviewed regularly. The Golden Rules are displayed and signed by everyone. They should number approximately 5 and follow the Always/Never format:

Always respect other people's property.
Never take other people's things.

As a reward for keeping the Golden Rules children have 30 minutes 'Golden Time' each week.

Golden Time

This is free time when the children are able to enjoy constructive activities of their choice. It is lost for breaking the Golden Rules, generally, in blocks of 5 minutes.

Parental Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. The Academy welcomes the interest and close involvement of Parents/Carers and we hope that Parents/Carers will support the Academy's behaviour policy. Parents/Carers, and children, are encouraged to sign the Home/School Agreement when joining the Academy.

Marine Academy Primary school has a structured programme which ensures that Parents/Carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. This is through Early Morning Learning every day of the week and formal Parents/Carers Meetings, which take place three times per year.

Informal contact with parents, before and after school, is encouraged but Parents/Carers are invited to discuss more specific concerns with class teachers or the Headteacher by appointment if at all possible.

If a child's behaviour gives particular cause for concern, Parents/Carers will be involved as soon as possible. Parents/Carers are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the Parents/Carers, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

The use of physical intervention

The use of force to control or restrain pupils is a last resort – **by a fully trained staff member** (MAPA/Team Teach) - and can only be used to prevent a pupil from:

- ★ committing a criminal offence;
- ★ injuring themselves or others;
- ★ causing damage to property, including their own;
- ★ engaging in behaviour at school or on school activities/visits which is seriously prejudicial to the welfare of other pupils or staff.

All incidents of physical intervention must be reported to the Headteacher immediately and logged in accordance with the Academy's Policy.

Rewards and Sanctions Summary

Rewards

Reward	When Awarded	Awarded For
Golden Tickets	All day, every day!	For showing fantastic behaviour, excellent manners, answering questions that 'prove learning'/excellent attitudes towards learning Children are given the Golden Ticket to write their name on and place in the Golden Ticket Raffle Box for their classroom. Every Friday, the class teacher will pick a ticket from the Golden Ticket Raffle Box, the winning child can choose a prize from the Headteacher's prize box.
Smiley Face	All day, every day!	For being a fantastic learner, kind, caring and showing excellent behaviour.

		When children have their initials and five ticks next to the smiley face they automatically receive a Fabulous Face!
Golden Time*	Weekly (30 minute session: Friday 2.30pm-3.00pm)	For keeping the Golden/Classroom Rules
Starfish of the Week	Weekly in Celebration Assembly (2.15pm-2.30pm)	Outstanding attitude/learning/behaviour
Headteacher's Prizes and Fabulous Faces	When Teachers/Teaching Assistants send children to the HT & by the HT at anytime	Any positive behaviour/manners and brilliant learning (also when a child has five ticks on the smiley face) and they receive a Headteacher's Prize.

No rewards will be withdrawn/taken back once they have been awarded

(* Golden Time is taken away for breaking the Golden/Classroom Rules but can be awarded back, please see below)

Sanctions

Sanction	When Used	Details
Loss of Golden Time	When a Classroom/ Golden Rule has broken	Golden Time should be taken away in five minute blocks. The initials of the child should be recorded on the Golden Time Chart as a visual reminder, of the time lost, to the child. Golden Time can be 'given back' to pupils should the teacher deem this appropriate. This approach can be used effectively to encourage and reward positive behaviours. Any child placed on the Behaviour Triangle loses their entire Golden Time for that week.
Behaviour Triangle	Once the Classroom Behaviour Policy has been 'gone through'	<u>Classroom Behaviour Policy</u> Approaches for Positive Behaviour; 1. We begin by giving the child 'The Look' 2. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child 3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules

		<p>4. Identify the child and put their initials on the board as a visual reminder to them next to a sad face</p> <p>5. Add a 'dot' next to their initials</p> <p>6. Identify and move the child within the class and place a 'dot' next to their initials on the board</p> <p>7. Issue a Time Out card when two dots have been reached and send child to: the relevant Unit Leader or other member of SLT.</p> <p><u>No children are to be standing outside classrooms please.</u></p> <p>The Unit Leader will liaise with the HT on an appropriate time to complete the triangle with the child. Other SLT members will complete this stage in the HT's absence.</p>
<p>Headteacher's 'Prizes'</p>	<p>When Teachers/Teaching Assistants send children to HT & by the HT at anytime</p>	<p>Any positive behaviour/manners</p>

A child moves on to the triangle after discussion with HT or SLT member. After this discussion the child shades (in red pencil) the relevant section of their triangle. The Time Out/Red Card is stapled to the child's copy of the Behaviour Triangle so that a record of each incident is kept.

A Behaviour Triangle only lasts for the new term in which it is started.
New term (approximately every 6 weeks) = new triangle (if necessary)

All Triangles are kept in 'The Behaviour Triangle Folder' which is stored in the Headteacher's office. 'Old' triangles are stored in a separate folder, these are kept as an evidence base should this be required for referrals etc in the future.

Letters to sent Parents/Carers are put in an envelope and the admin team call the Parents/Carers to ask them to collect the letter at the end of the Academy day.

Display required in the classrooms please:

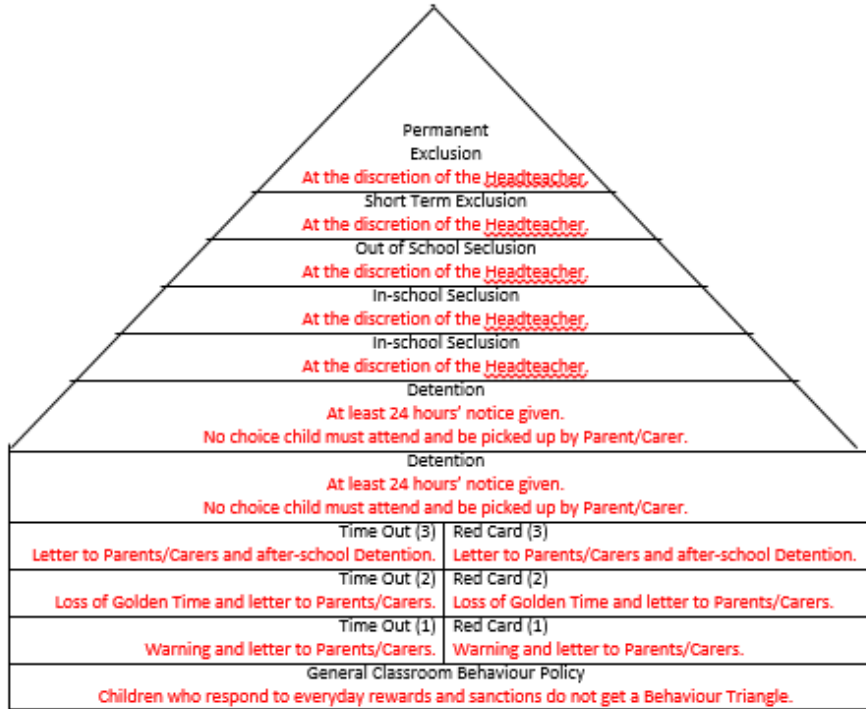
1. Behaviour Triangle on display
2. Classroom/Golden Rules
3. Golden Time display

Appendix 1

**Marine Academy Primary
Behaviour Triangle**



Name:



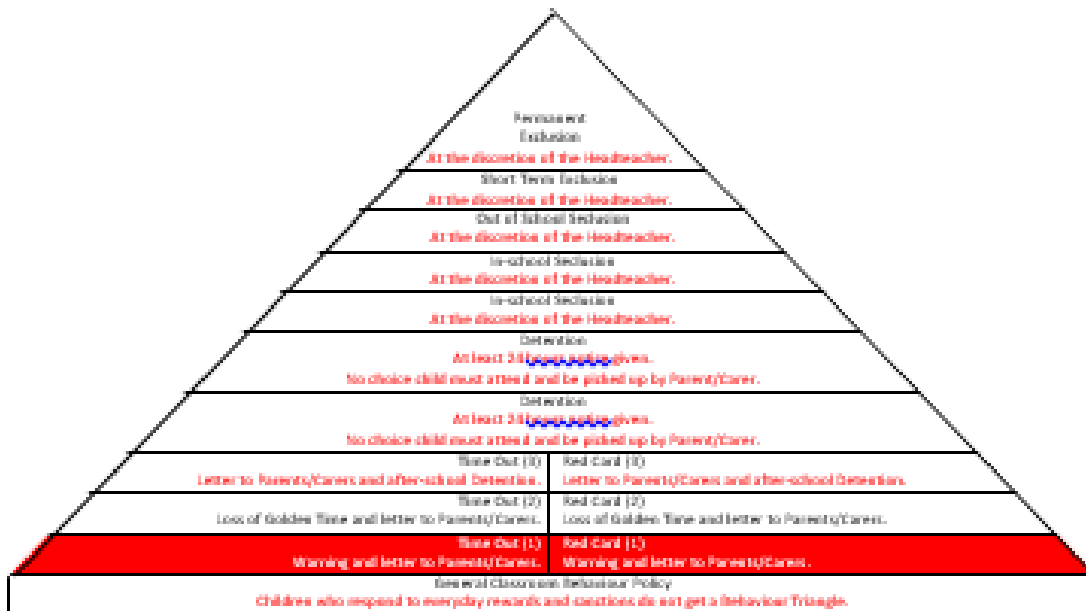
Appendix 2



Friday 8th January 2016

Dear Parents of ...

In line with our behaviour policy your child has received a Time Out Card because of his behaviour in the classroom and on the playground today. From this diagram you can see where he is on the Behaviour Triangle and the consequence of this.



..... has received a Red Card today due to

Further Actions:

.....

Yours sincerely,



Miss. Stephen Easton

Headteacher

Appendix 3

Report Card

Name:

Date:

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
Playtime	Playtime	Playtime	Playtime	Playtime
Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4

- ☺ Good
- ☹ Satisfactory
- ☹ Unsatisfactory

Comments:

Evaluation of Policy and Practice

The effectiveness of this Policy in achieving the stated aims will be formally reviewed in accordance with the Academy Improvement Plan, annually.