BURLAIS PRIMARY SCHOOL

POSITIVE BEHAVIOUR EDUCATION POLICY

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to Articles 3, 12 (CRC)

INTRODUCTION

Positive Behaviour within the school is essential to allow effective learning and teaching to take place. To enable our pupils to learn effectively, we need to create a calm and purposeful atmosphere where mutual respect and trust prevail. Whilst we readily accept that other factors such as a pupils' home circumstance and peer pressure may affect a child's behaviour, there is no doubt that the school plays a major role in influencing a child's behaviour and attitudes to learning. The manner in which our pupils conduct themselves in and around the school is a reflection of the ethos and values of our school and often the first impression that visitors may have of us.

At Burlais Primary School we aim to:-

- To promote good, positive relationships so that pupil, staff, parents and governors can work together effectively to support our school's community
- To provide our pupils with a safe, secure, happy and inclusive learning environment where the individual needs of pupils are recognised
- To ensure that our pupils develop self discipline and become positive, responsible members of the school's community
- To adopt a collective, consistent approach to maintaining high standards of pupil behaviour based on restorative practice
- To emphasis positive behaviour through praise, encouragement and rewards
- To have clear, firm guidelines that are consistently applied for dealing with inappropriate behaviour (Appendix 1)

 To ensure that we communicate our expectations clearly to our pupils and parents through our School Charter, Class Charter, Values Education, Use of Restorative Practices and Guidelines for dealing with inappropriate behaviour

The Role of the Class Teacher and Teaching Assistant

Every class teacher/teaching assistant shares the corporate responsibility for the well being and good behaviour of pupils within their classroom. It is the responsibility of the adult to ensure that:

- Each child is treated with respect and understanding
- Expectations of good standards of behaviour are conveyed and reinforced through praise and positive comments
- Inappropriate behaviour is dealt with in accordance with the school's procedures (Appendix 1)
- Reward systems are consistently and fairly applied
- Pupils are adequately supervised at all times, including travelling to PE,
 Dining Hall and Assemblies
- A record is kept of incidents of inappropriate behaviour using "My Concern" and persistent misbehaviour must be report to the Headteacher/Deputy Headteacher

The role of the Headteacher

The Headteacher will ensure that:

- The school's Behaviour Education Policy and other related documentation is communicated to all staff, parents and governors
- Ensure the policy is implemented consistently throughout the school and will report to Governors on the effectiveness of the policy
- The Headteacher will ensure the health, safety and welfare of all pupil, staff and visitors to the school
- The Headteacher may exclude a pupil if this is considered necessary. Where such action is undertaken then the LA procedures will be followed and the

Discipline Committee of the Governing Body will be involved at the appropriate stage

Role of the Governors

The Governing Body has the responsibility of seeing that there is a policy governing discipline and behaviour and they are responsible for reviewing its effectiveness.

The Role of the Parents

The school will work collaboratively with parents/carers to ensure that the children know that expectations relating to behaviour are shared by both the home and school. Parents will be expected to:

- Read the school's policy and accept the Guidelines for Dealing with in appropriate behaviour
- Agree a course of action when there has been a breach of the school's code of behaviour
- Where a weekly report book is used to monitor a child's behaviour parents are expected to support its use and to comment appropriately

Monitoring and Review

The Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing Body on any amendments considered necessary.

The Headteacher will keep a record of any pupils who are excluded and also of any pupil whose parents/carers have been contacted regarding issues of inappropriate behaviour.

The Governing Body will monitor exclusion rates and provide information for the LA on the annual School Profiling.

The policy will be reviewed every two years or earlier if necessary.

Policy Date: September 2012 Reviewed: September 2025

HELPFUL TIPS FOR PROMOTING POSITVE RELATIONSHIPS

• Treat all children fairly and equally

It is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay; only act on what you are sure you saw. Make sure that you make use of your Restorative Questions:-

- **❖** What happened?
- ❖ What were you thinking about at the time?
- ❖ What have your thoughts been since?
- ❖ Who has been affected by what you did?
- ❖ In what way have they been affected?
- ❖ What do you think needs to happen next?

• Be friendly and approachable

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

• Give gentle reminders

Children often forget some rules, e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.

• Stay calm

Try to stay calm at all times. This will help you to remain in authority and be effective.

Smile



Try and remember to smile at the children, they will then see you as someone warm and friendly.

• Try and Chat

Be willing to chat to the children about their news, interests and activities.

• Give praise

Praise is more effective than criticism so try and be positive

• Give incentives

Give out special lunchtime stickers or ask children to help. Inform the class teacher/Headteacher if a child has done something particularly helpful

Be fair

Be fair with punishment system- if you didn't spot the trouble don't rely on the word of other children - take time to talk it through but look out for it deliberately.

• Be polite

Set a good example to the children by speaking politely and appropriately

Avoid getting into a confrontation

Don't argue with a child, this undermines your authority. Repeat your request calmly with a "thank you" at the end to emphasise it is more of a command that you expect them to do, then use your sanctions system.

• Help a child "back out" of an awkward situation

If a child is deliberately rude ask them to repeat what they said. Or say "I don't think I heard that correctly. What did you say?" This allows the child to retract the statement or apologise. Accept any apology graciously and don't continue to scold.

• Try not to shout

If the noise level is high ask the school if there other ways you can get silence e.g Ready in 5 4

• Don't use sarcasm

Don't belittle children by using sarcasm - this leads to resentment.

Don't use labels

Don't give children negative labels such as, "naughty", "rude", or "stupid". Tell the child their behaviour or what they have done is unacceptable. Remember labels "stick".

Watch out for loners

Watch out for lonely or isolated children. Talk to them and try and involve them in games with the other children.

