

BOTTISHAM COMMUNITY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

STATEMENT OF PRINCIPLE

At Bottisham Community Primary School, we believe that good behaviour is an integral part of the learning process. Pupils have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships are valued within the school and the wider community.

The key elements in this philosophy are:-

- The creation of a safe and caring environment;
- Enabling, recognising and celebrating individual achievement;
- Tolerance and understanding of others;
- Developing and maintaining positive behaviour through education.

The key elements which will contribute to the success and effective implementation of this policy are:

- Positive relationships between all members of the school community including: students, their peers and adults. (see appendix 1 for further information).
- An effective partnership between adults at home and at school.

This policy will be applicable in school, on school trips, and also where appropriate when students are representative of the school in their journey to and from school.

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following policy applies to everyone in the school community.

The following are the underlying principles we wish to nurture throughout our school:

- We like welcoming people to our safe and secure school.
- We enjoy working with other people.
- We look after our environment.
- We respect each other and each other's property.
- We enjoy learning and facing new challenges.

These are known as our Core Values. Teaching staff should display a copy of the Core Values and class rules (agreed with the children) in their classrooms. We celebrate the achievement of our Core Values through Golden Time at the end of each week and in our Celebration Assembly.

To ensure equal opportunities for all, we think it is important to:

- Ensure that rewards and sanctions are consistent and fair
- Model, teach and promote positive behaviour
- Act as ambassadors for Bottisham Primary School wherever we are
- Help and support others who are finding it difficult to follow the behaviour policy for specified reasons

ROLES AND RESPONSIBILITIES

The promotion of positive behaviour is the responsibility of the school community as a whole.

- a) The Local Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Behaviour Policy and its application, promoting equality for all students.
- b) The school leadership define the principles underlying the school's Behaviour Policy.
- c) The Head teacher and Senior Leadership Team frame and establish an environment that encourages positive behaviour and regular attendance.
- d) All staff ensure that the policy is consistently and fairly applied and that adults model and pupils are taught how to behave well.
- e) Pupils behave in a way that promotes the learning of all in the community.
- f) Parents and carers take responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

REWARDING POSITIVE BEHAVIOUR

Recognition of positive behaviour, learning achievements and successes is essential; positive associations that fuel learning. It is important to link positive praise to feeling, eg. "You must feel very proud of ...", in order to build internal intrinsic motivation. We use a wide variety of recognition systems that value children's achievement. All our methods of celebrating and acknowledging achievement are aimed at instilling positive beliefs in children, to make them excited, confident and motivated learners.

It is important that praise is evidence based and specific to what has been done, eg. "Fantastic. I really liked the way you helped ... to put away those puzzles" or "Great. I liked the way you worked with your group to get organised". (for further examples, see appendix 1).

Each team has age appropriate rewards and that they are awarded consistently.

Rewards may include:

- stickers and house points
- Whole Class marble or token jars
- special responsibilities
- certificates
- postcards sent home

Children will be awarded House point stickers for individual achievement and effort. Children will save their stickers in an individual chart. Once the chart is complete, they will be awarded with a certificate by the Headteacher. The stickers will also be added to a whole class chart and totals will be collected on a weekly basis. The results will be shared during celebration assembly.

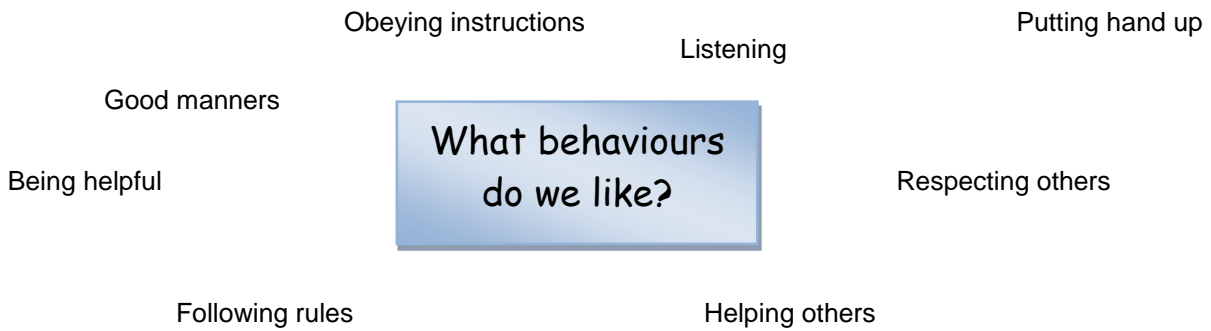
At the end of each week a cup will be presented to the house with the most number of points and the team's colours added to the cup. The cup will also be presented at the end of each term and the winning house will receive an extra treat to celebrate.

Children are made aware of how to gain house points. These include;

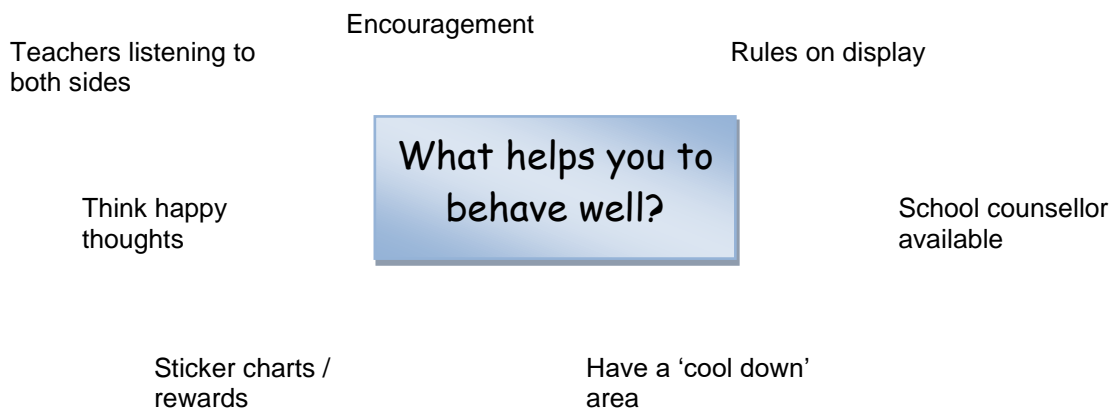
- Excellent contributions to the school community
- Kind / caring behaviour

- Excellent attitude
- Extra-curricular work
- Contributing work towards a whole school, team or class target

The children of Bottisham Community Primary School said these things about behaviour.....



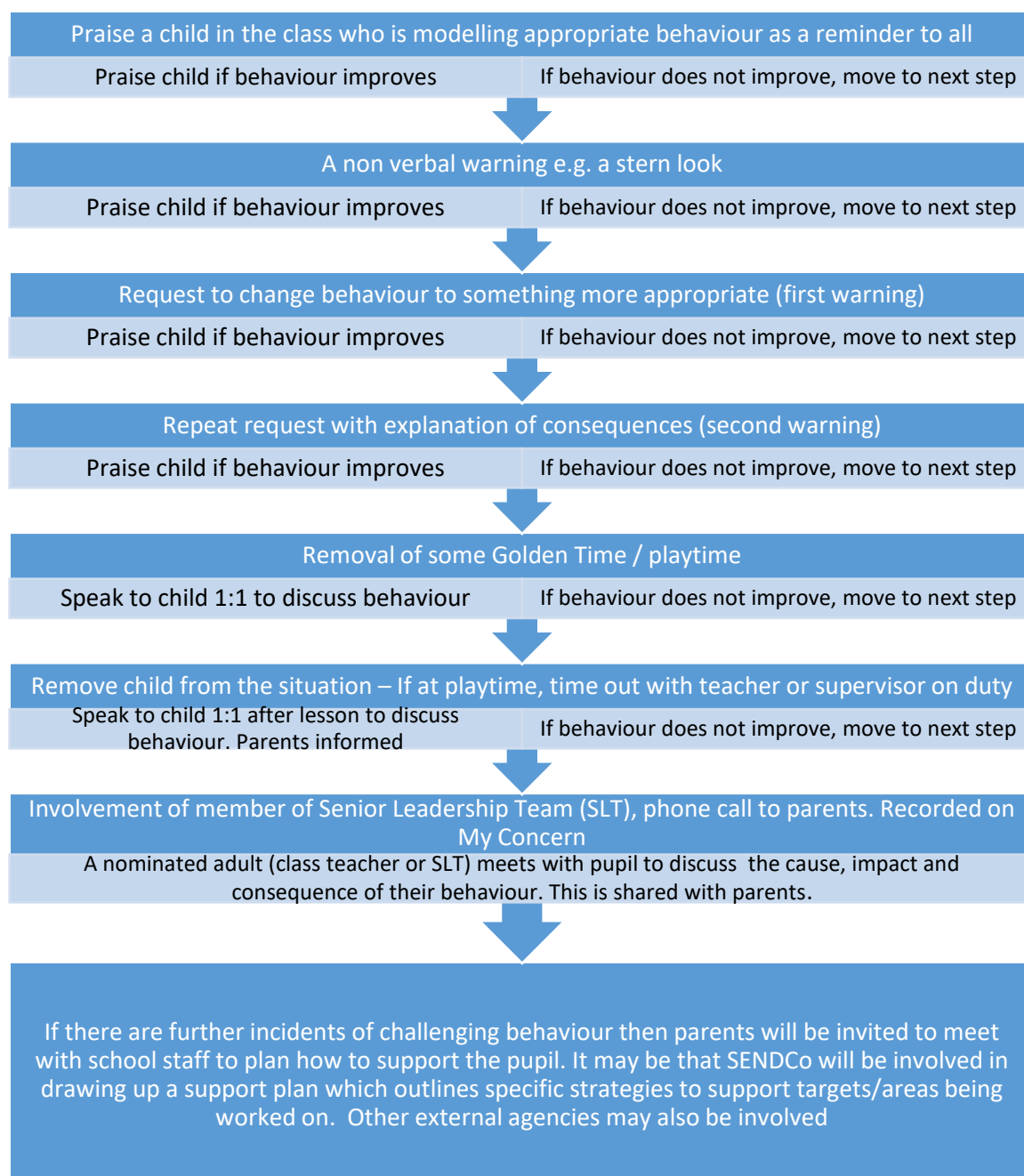
The children were also asked what helped them to behave well.....



AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. We acknowledge that the response will depend upon the severity of the incident and the circumstances of the child. We recognise that ongoing communication with parents is an important part of this process.

When following these procedures, staff should always seek support from a colleague and never deal with a child in a room on their own. It is always the 'primary behaviour' that should be focussed upon. The aim of these procedures is to minimise disruption to other children and allow the focus to be on positive behaviour. At every stage praise is used when the child has modified their behaviour appropriately.



INCIDENTS

It is essential that staff record all serious incidents of behaviour in their class log book so that it is logged and patterns can be observed. This log includes the action the member of staff has taken to challenge or remedy the incident.

Reviewed 2021

Appendix 1 – The Establish-Maintain-Restore Method

Box 2: The Establish-Maintain-Restore (EMR) method

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Appendix 2 – Behaviour Specific Praise

Praise	Non-Praise
Tom, I really like how well you are sharing the lego with your friends.	Well done!
Lucy, I can tell you are listening well because you are looking at me and not speaking.	That's really good.
That is really good lining up everyone – there is no pushing at all!	Stand in a straight line
Thank you for tidying away your table really sensibly.	Thank you for doing that
Joe, you have been such a kind friend to Sam whilst she has been feeling sad.	You've been helpful
Emily, you've set an excellent example to others with your concentration this afternoon.	You are doing an excellent job