

# Husbands Bosworth Church of England Primary School



## Promoting Positive Behaviour Policy

Date Completed:	September 2022
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Review Date:	September 2025

## **Vision Statement**

Our vision is as follows:

'Learning together to achieve our dreams' is the vision and challenge we set for all our children, families, staff and governors. We aim to provide the children with a curriculum that is engaging and purposeful. We want our pupils to be knowledgeable, well-rounded and confident children who are aware of and make a positive contribution to their community – 'love your neighbour' (Matthew 22:39). By offering an environment that is safe, caring and supportive we provide the conditions for all to flourish, challenging everyone to be the best that they can be: the person God created them to be. This is in keeping with our Trust's core purpose – learning, and core value – fellowship. This vision, alongside the school's values of being Ready, Responsible and Respectful, have helped to shape this policy to ensure the best outcomes for all stakeholders.

## **Aim of Policy**

This policy has been written to ensure that pupils, parents and staff are clear about our expectations and procedures. We believe every child has a right to learn, free from distraction, and this document outlines the system we use to ensure that we all work together to provide all pupils with a quality education.

We are also determined that all children at Husbands Bosworth should expect to receive continuing recognition for fulfilling our expectations of behaviour standards.

## **Curriculum**

We recognise that the quality and range of the curriculum is a significant determinant of pupils' behaviour.

The curriculum will be delivered using a wide variety of teaching methods and styles appropriate to individual children and classes. There is a taught structured programme via our PSHE curriculum, PSHE Cambridgeshire. This is an inclusive approach where children tackle a concept at the same time across the school at an age appropriate level. Whilst there are specific taught lessons these themes are also covered as part of normal school life.

By providing an interesting and exciting place to learn we encourage children to respond positively and to actively engage with learning. When this happens, staff will consistently highlight and praise this appropriate behaviour.

## **Ethos and Atmosphere**

We believe that Husbands Bosworth Primary School is a friendly place which celebrates a caring ethos, where everyone is treated with respect and people's positive contributions are valued. All visitors and newcomers are made welcome to the school.

We understand that the atmosphere of the school is a key ingredient to establishing good behaviour. All adults act as positive role models and have high expectations of behaviour standards and we will always encourage and support everyone to follow our school code of conduct. The Headteacher will lead the school to monitor and review this policy (as per our monitoring and

evaluation plan for policies) and in consultation with all adults working at the school.

All adults at Husbands Bosworth Primary School recognise that some children may need support in attaining expected behaviours and will work with children on specific plans or programmes which will allow them to integrate effectively into school

### **School Rules**

- Ready
- Responsible
- Respectful

From these rules class teachers will develop a set of classroom expectations and reward the pupils for consistent adherence to them.

### **Positive reinforcement – a key ingredient for managing behaviour**

Positive reinforcement is a proven and highly successful behaviour management system which ensures that the pupils who consistently do the right thing get the recognition they deserve. This is mostly achieved through adults praising children for doing what is expected of them. This encourages the child to continue to behave well and contributes to a positive attitude to learning and increasing levels of self esteem. Moreover, the praising of a child will encourage other pupils to behave appropriately in order to receive praise themselves.

Research shows that the model outlined above is the best way to promote good behaviour and improve children's learning in schools and we, at Husbands Bosworth, are committed to its implementation. An analysis<sup>1</sup> in 2014 by Richard S. Lysakowskia & Herbert J. Walbera of the data from 39 recent studies confirmed the benefits of positive reinforcement and found the effects to remain constant across the different ages of a school pupil.

Positive reinforcement is a complex system and some of its elements can seem, at first glance, to be counter intuitive, but it's effectiveness for improving the behaviour and attitude of all pupils is unrivalled. Its consistent and continuous use also ensures a reduction in low level disruption within a classroom.

### **Positive reinforcement**

#### **Class 1 and 2**

When a child/children are seen doing something positive it will be explained the specific thing they have done (3Rs linked made) and then they will move their name up the class behaviour chart (the theme may be different in each class). When they get to the top they put their name on a post it note/raffle ticket and put it in the jar (e.g. star jar). A raffle takes place on a Friday and a small prize is won. The more times the children have a positive/raffle ticket the more chances they have of winning.

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<sup>1</sup> Classroom Reinforcement and Learning: A Quantitative Synthesis. 06 Dec 2014

### **Class 3 and 4**

A similar approach takes place in KS2 except a raffle ticket is given per behaviour choice rather than using a behaviour chart.

The use of chart encourages all pupils to behave appropriately and has the advantage of allowing the teacher to praise groups (or the whole class), by moving the relevant pupils up the chart together. This also encourages the children to work together to ensure everyone is doing what is expected. Adults in KS2 can also do this by giving each child a raffle ticket.

More serious or persistent incidents of unwanted behaviour occur in all schools and how we deal with them at Husbands Bosworth is detailed in the remainder of the policy document.

### **Incidents of unwanted behaviour**

Incidents of unwanted behaviour which are deemed serious enough to be recorded will be categorised using the following system.

#### **Red**

- physical violence
- peer on peer abuse with an element of prejudice
- repeated and targeted abuse
- serious insolence or defiance
- an incident which endangers the perpetrator or others
- sexual violence or harassment
- Peer on peer abuse of any kind

#### **Orange**

- insolence or defiance
- minor incident of violence
- inappropriate incident which is more than low level disruption but not serious enough to be considered a red offence

#### **Yellow**

A yellow incident is actually a series of incidents of the following

- persistent low level unwanted behaviour during lesson time which causes disruption and / or
- minor and persistent infringements of the rules outside lesson time e.g. play fighting

It would be an impossible task to try to list all of the incidents that might occur and others, not on the above list, might arise. At these times, a member of the leadership team will make a decision as to which colour to apply to the incident.

Only people with overall responsibility for a group of pupils during any session should assign an incident with a particular colour. Where there is any doubt about any issue, a member of the leadership team should make a decision.

### **Allegations of bullying**

All allegations of bullying will be taken seriously and investigated thoroughly. If there is an allegation of bullying then this will be indicated on the unwanted behaviour form and referred to a member of the senior leadership team who will coordinate the school approach to bullying as outlined in the Anti-bullying policy.

### **Consequences of unwanted behaviour**

As can be seen from the specific consequences below, we are very keen to work in partnership with parents to improve their child's behaviour, as this leads to faster and more sustained improvements.

#### **Red**

The child will be taken immediately to a member of the senior leadership team and will spend at least the remainder of the session (and possibly the rest of the day) with them. If a member of staff isn't available to accompany the pupil, a senior leader should be contacted and asked to collect the child. The pupil may also miss their next lunchtime and spend it with the leader on duty. The child's class teacher will speak to the child's parents to discuss both the possibility of further sanctions and whether there is a need for a Home / School Behaviour Plan. Parents may also be required to attend a further meeting with the Head teacher.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed, copied and filed. The incident will be recorded on our database.

#### **Orange**

The child will miss break time or part of their lunchtime, in their classroom with a member of staff, when they will be required to help construct a plan to improve their behaviour.

The class teacher of the pupil will speak to the pupil's parents. Part of this conversation could include the agreement of a Home / School Behaviour Plan.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed, copied and filed. The incident will be recorded on our database.

#### **Yellow**

When a teacher decides to speak to a parent about persistent disruption or rule breaking, a record of the child's behaviour should be kept for a week prior to the meeting. Appendix C is a grid which can be used for this.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed, copied and filed. The incidents will be recorded on our database.

A list of supportive strategies to help develop positive behaviour of children who are struggling is attached as an appendix.

### **Unwanted behaviour at lunchtime**

If an incident of unwanted behaviour occurs at lunch time, which is serious enough to record, the pupil will be taken to the member of the leadership team on duty who will ensure the class teacher is aware of what has happened and

has all the information they need to be able to proceed with the relevant procedure (see above).

### Unwanted behaviour at breaktime

If a red incident occurs at breaktime, a member of staff on duty will take the child to a member of the senior leadership team.

If an orange incident occurs at breaktime, the child's class teacher will receive all the information they need to proceed, from a member of staff on duty, by the end of lunchtime on the same day.

### Exclusion

If a pupil exhibits persistent breaches of the school behaviour policy, the school may decide to implement an Individual Behaviour Plan. If this is not successful, the Headteacher may initiate exclusion proceedings. Only the Headteacher has the authority to do this.

In the first instance, a fixed term exclusion may be used. Ultimately, a permanent exclusion can be given.

At all times, the Department for Education statutory guidance of 2017 will be followed, as specified In Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion.

### Reasonable Force

*Very rarely, it might be necessary to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. This will always be carried out in line with the following Department for Education document:*

*Use of reasonable force: Advice for headteachers, staff and governing bodies. July 2013 DfE advice template ([publishing.service.gov.uk](http://publishing.service.gov.uk))*

*The circumstances in which physical intervention might be necessary are varied, but the most likely examples include:*

- *Separating pupils who are fighting*
- *Removing a pupil from a classroom who refuses to leave a room after an instruction to do so*
- *To prevent a pupil hurting themselves or others*
- *To prevent a pupil from damaging property*

*We have a legal duty to make reasonable adjustments for pupils with SEND and we will detail likely scenarios where physical intervention is likely to be necessary in the learning plan documentation for these children.*

### Peer on Peer Abuse

*In line with government guidance the school DSLs and all staff will take a contextual approach to peer on peer abuse. Further guidance can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## **Promoting Positive Behaviour Policy**

### **Appendix A**

#### **Strategies for improving behaviour**

The employment of positive reinforcement brings benefits to both pupils and staff and helps to build positive relationships between these two groups. In addition, the self esteem of the children is given a consistent and regular boost, in the form of praise, and the pupils who are prone to disrupt others quickly learn that doing the right thing is the only way to receive the interaction and attention they crave.

This system will help to improve the behaviour and attitude of all pupils, including those who are recognised as having a disability or mental health issues which may affect how the individual behaves. For these children, however, further strategies are often required to ensure they are able to fully develop a positive attitude to learning. Teachers may therefore wish, preferably in partnership with parents, to employ one or more of the following strategies:

- home/school book
- individual reward charts
- home/school contract
- daily visit to a member of the leadership team
- jigsaw reward picture
- regular contact with parents

These strategies are not in any kind of order and the list is not exhaustive.

## **Appendix B**

### **Unwanted behaviour incident report form**

See overleaf

A copy of the form (with no page numbers) can also be found on the server in the Behaviour folder.



**Husbands Bosworth Primary School  
UNWANTED BEHAVIOUR  
INCIDENT REPORT FORM**

Name and class of child:	Date:	
Names of other people involved:		
Where incident(s) took place:	Time:	
<p>What happened? Please ask any witnesses or children involved to provide a summary of what happened and then record their words accurately</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected? How have they been affected?</p>		
<input type="checkbox"/> <b>yellow</b> – persistent classroom disruption <input type="checkbox"/> <b>yellow</b> – persistent minor rule breaking outside classroom <input type="checkbox"/> <b>yellow</b> - other	<input type="checkbox"/> <b>orange</b> – insolence <input type="checkbox"/> <b>orange</b> – defiance <input type="checkbox"/> <b>orange</b> – violence <input type="checkbox"/> <b>orange</b> – other <input type="checkbox"/> <b>orange</b> - abuse	<input type="checkbox"/> <b>red</b> - insolence <input type="checkbox"/> <b>red</b> - defiance <input type="checkbox"/> <b>red</b> - violence <input type="checkbox"/> <b>red</b> - abuse with an element of prejudice <input type="checkbox"/> <b>red</b> - repeated and / or targeted abuse <input type="checkbox"/> <b>red</b> – peer on peer abuse <input type="checkbox"/> <b>red</b> – sexual violence <input type="checkbox"/> <b>red</b> - other

## Procedure to follow for colour coded unwanted behaviour

### Red

The child will be taken immediately to a member of the senior leadership team and will spend at least the remainder of the session (and possibly the rest of the day) with them. If a member of staff isn't available to accompany the pupil, a senior leader should be contacted and asked to collect the child. The pupil may also miss their next lunchtime and spend it with the leader on duty. The child's class teacher will speak to the child's parents to discuss both the possibility of further sanctions and whether there is a need for a Home / School Behaviour Plan. Parents may also be required to attend a further meeting with the Head teacher.

### Orange

The child will miss break time or part of their lunchtime, in their classroom with a member of staff, when they will be required to help construct a plan to improve their behaviour.

The class teacher of the pupil will speak to the pupil's parents within 3 days of the incident. Part of this conversation could include the agreement of a Home / School Behaviour Plan.

### Yellow

When a teacher decides to speak to a parent about persistent disruption or rule breaking, a record of the child's behaviour should be kept for a week prior to the meeting. Appendix C of the behaviour policy is a grid which can be used for this. A summary of incidents should be written on to the front of this form before the discussion with parents. Part of the meeting should be spent devising a Home / School Behaviour Plan.

Further action, including summary of any plan to improve behaviour.

Further action, including summary of any plan to improve behaviour.

What should we do to put this right?

Signed:

Date:

How were parents informed?

## **Appendix C**

### **Monitoring grid for recording yellow incidents of behaviour before meeting with parents**

See overleaf

A copy of the monitoring form (with no page numbers) can also be found on the server in the Behaviour folder.

	<b>Reg / GR</b>	<b>1</b>	<b>Break</b>	<b>2</b>	<b>Lunch</b>	<b>3</b>	<b>4</b>
<b>Monday</b>							
<b>Tuesday</b>							
<b>Wednesday</b>							
<b>Thursday</b>							
<b>Friday</b>							