



Positive Behaviour Policy

April 2025

Mission Statement

We aim to establish an environment where the worth and value of each child is respected.

We aim to secure an environment in which pupils can learn, and achieve their full potential, through effective teaching and learning. The considerations and needs of the child is paramount within the school community and we are committed to ensuring a safe, harmonious environment in which the child is supported physically, emotionally, spiritually, intellectually and socially. Our aim is to ensure that parents, pupils, teachers and support staff have ownership and, responsibility for the positive ethos created within our environment, whilst recognising that they have a vital role to play in maintaining it. We aim to establish an environment where the worth and value of each child is respected, children learn mutual self-respect, have a sense of belonging, and where children are equipped for today and empowered for tomorrow.

Aims of the Policy

In a whole-school positive behaviour policy, the staff is seeking to create a climate within the school that will:

The staff is seeking to create a climate that will enhance the pupils' self esteem.

- ✓ Promote learning for all the pupils;
- ✓ Make it easier for the teachers to teach effectively;
- ✓ Enhance the pupils' self-esteem and foster self- respect and respect for others;
- ✓ Encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour;
- ✓ Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict; and
- ✓ Have the endorsement and active support of parents.

Pupils' Rights and Responsibilities

Pupils have a right to:

- ◆ Be valued as members of the school community;
- ◆ Receive necessary guidance with their work;
- ◆ Have a sympathetic audience for their ideas and concerns;
- ◆ Have bullying or other personal worries addressed in a sympathetic manner
- ◆ Have a fair hearing when they make mistakes;
- ◆ Be treated fairly, consistently and with respect;
- ◆ Be taught in a pleasant, well-managed and safe environment;
- ◆ Work and play within clearly defined and fairly administered codes of conduct:
- ◆ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and addressed;
- ◆ Develop and extend their interests, talents and abilities within the time and resources available.

Pupils have a right to be taught in a well managed and safe environment.

Pupils have a responsibility to:

- ◆ Come to school on time, with homework done, suitably equipped for the lessons in the day ahead;
- ◆ Respect the views, rights and property of others;
- ◆ Behave safely in and out of class;
- ◆ Co-operate in class with the teacher and their peers;
- ◆ Work as hard as they can in class;
- ◆ Conform to the conventions of good behaviour and abide by school rules;
- ◆ Seek help if they do not understand or are in difficulties;
- ◆ Accept ownership for their behaviour and learning, and to develop the skill of working independently;
- ◆ Learn from their mistakes.

Pupils have a responsibility to behave safely in and out of class.

Parents' Rights and Responsibilities

Parents have a right to:

- ◆ A safe, well-managed and stimulating environment for their child's education;
- ◆ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- ◆ Be informed, if necessary, when their child is ill or has an accident or, if the school has concerns about their child;
- ◆ Be well informed about their child's progress;
- ◆ Be well informed about school rules and procedures;
- ◆ A broad, balanced and appropriate curriculum for their child;
- ◆ Be involved in key decisions about their child's education;
- ◆ A suitably resourced school with adequate and well-maintained accommodation.

Parents have a right to be well informed about their child's progress.

Parents have a responsibility to:

- ◆ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- ◆ Ensure that children are collected on time at the end of the school day;
- ◆ Be aware of school rules and procedures, and encourage their children to abide by them;
- ◆ Show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home;
- ◆ Act as positive role models for their child in their relationship with the school and staff, approaching all staff calmly and politely;
- ◆ Attend planned meetings with their teachers and support for school functions;
- ◆ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances;
- ◆ Provide a reason for absence to the class teacher upon the pupil's return to school;
- ◆ Ensure time is given to reading information, etc. sent home.

Parents have a responsibility to act as positive role models for their child in their relationship with the school and staff.

Teachers' Rights and Responsibilities

Teachers have a right to:

- ◆ Work in an environment where common courtesies and social conventions are respected;
- ◆ Express their views and contribute to policies which affect their work;
- ◆ A suitable career structure and opportunities for professional development;
- ◆ Support and advice from senior colleagues and external bodies;
- ◆ Adequate and appropriate accommodation and resources;
- ◆ Work in an environment free from threat.

Teachers have a right to work in an environment where common courtesies are respected.

Teachers have a responsibility to:

- ◆ Behave in a professional manner at all times;
- ◆ Ensure that lessons are well prepared, making use of available resources;
- ◆ Ensure homework is appropriately set and constructively marked;
- ◆ Show interest and enthusiasm in the work in hand and in their pupils' learning;
- ◆ Value the contributions of pupils, respect their views and, listen to them at appropriate times;
- ◆ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- ◆ Share with the parents any concerns they have about their child's progress or development;
- ◆ Expect high standards and acknowledge effort and achievement;
- ◆ Pursue opportunities for personal and professional development.

Teachers have a responsibility to behave in a professional manner at all times.

Acceptable Behaviour

We, at Braniel Primary School have the highest expectations for our pupils, and believe that if given encouragement, praise and opportunity, every pupil should be able to:

- Apply themselves to the task, and work to the best of their ability;
- Respect the views, ideas and property of others;
- Recognise that everyone has a right to share in the lesson, and contribute where appropriate;
- Co-operate with the teacher, and with their peers on shared activities;
- Be courteous and well-mannered to all;
- Recognise that they have self-worth in the school community;
- Strive to become independent and showing initiative.

Rewards

The staff in Braniel Primary and Nursery School are fully committed to raising the standard of pupils' behaviour by rewarding pupils, and through the use of praise, encouragement and affirmation hope to create and sustain a positive, welcoming ethos for all members of the school community.

The following rewards/strategies will be used to acknowledge the contribution and achievement of pupils throughout the school. This list is not exhaustive and teaching staff may employ other positive behaviour rewards and awards

- Pupil of the Week
- Pupil of the Month
- Table Points
- Golden Time
- Trophies
- Stickers/Sweets/Stamps
- House Points
- Oral Praise
- Extended Breaks
- Certificates/Tables
- Homework Pass/Credits
- Praise from peers
- Person of the week
- Responsibilities - jobs
- Acknowledgement in Parents' Newsletter /Assembly/Website
- Comments, positive remarks on work
- 5 - 15 mins Extra Play - Principal
- Target Points
- Cool Wall
- Dojo points

Sanctions

At Braniel Primary there is a clear code of conduct that is regularly communicated to the children. We are aware that there will be times when sanctions may be needed to deal with inappropriate behaviour or a breach of the school code of conduct.

These sanctions will:

- Be immediate and discrete.
- Provide school with opportunities to make low-level response to pupil behaviour.
- Have a hierarchy appropriate to behaviour.
- Be fair.
- Be consistent.
- Be appropriate to meet individual needs.
- Keep self- esteem intact.

Below is an outline of sanctions that may be implemented appropriate to the seriousness of the behaviour.

- Non-verbal cues
- Verbal Reprimands
- Supervised time in the Playground during Break/Lunch time
- Quiet area in classroom for agreed period of time
- Incomplete/Sub-standard work sent home for completion
- Loss of Golden Time
- Break Detention
- Stages - Parental Involvement
- Loss of Privileges - Educational Day Visits; Residential; Representative Teams, etc.
- Contact Parents - throughout any of the above
- Suspension
- Expulsion

These sanctions are not necessarily listed by hierarchy. It may be appropriate to move straight to more serious sanctions, including suspension, if an incident is deemed to be serious enough. The Four Stages will be introduced, as detailed in the appendices, where there is a continuation of low-level, poor behaviour or a more serious incident has occurred and parental involvement is necessary.

Examples of Unacceptable Behaviours

Low-level:	Moderately Serious Misbehaviour:	Very Serious Misbehaviour
Talking out of turn Shouting out Leaving seat inappropriately Not having pencil or pen Not doing homework Not listening Not paying attention Distracting other children Not doing best work Inappropriate questions Telling tales Sulking Teasing	Hitting/pushing Telling lies through fear Persistently talking out of turn Persistently shouting out Persistently leaving seat inappropriately Regularly not having pencil/pen Regularly not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently not doing best work Persistently making inappropriate noises Throwing things Rudeness to peers	Deliberately telling lies Stealing Rudeness/insolence to adults Hurting others - physically/mentally Bullying Swearing Silent insolence Wilful damage to school property Wilful damage to the property of other people Truancy Aggression towards staff Persistent/deliberate lateness Abuse of alcohol or drugs Racist language/behaviour

The Four Stages

Stage 1

Placing a child on Stage 1 indicates that the School has concerns about aspects of the child's behaviour and wishes to alert the parents in a formal manner to those concerns.

Stage 2

This stage indicates that there has been improvement in the pupil's behaviour or that there has been deterioration.

Stage 3

Stage 3 makes a clear statement that the pupil's behaviour is not acceptable and that there must be action to improve the current situation. Referrals may be made to the Educational Psychologist or the Education Welfare Officer or to an appropriate external agency. Behaviour includes aggression, violence, verbal and physical abuse, posing a threat to the safety and welfare of others, disrupting the class and interfering with the education of other pupils.

Stage 4

This stage reflects the very serious nature of any behavioural situation and anticipates suspension if there is no improvement in behaviour.

The Stages in Action

Stage 1

Where there is a concern about a pupil's behaviour or, there is ongoing, repeated, low level behaviours, the class teacher will contact the parent/s to arrange a meeting. Concerns discussed at the meeting are to be recorded on Form 1, along with positive behaviour strategies/sanctions that are to be put in place. Copies will be given to Head of Key Stage, Vice Principal and Principal. The class teacher will retain a copy.

A review meeting will be scheduled two weeks from the initial meeting to highlight improved behaviour.

However, if a pupil's behaviour has deteriorated at any time during the two-week period, the parent/s will be advised at a Stage 2 meeting. This may be earlier than the arranged review date and will take place with the Head of Key Stage.

(Any stage **must** be reviewed after two weeks at a meeting with parents.)

Stage 2 (Class Teacher and Head of KS)

Concerns discussed at the meeting are to be recorded on Form 1, along with positive behaviour strategies/sanctions that are to be put in place. Copies will be given to Head of Key Stage, Vice Principal and Principal. The class teacher will retain a copy.

A review meeting with the HKS, class teacher and parent/s will be scheduled two weeks from the second meeting to highlight improved behaviour.

However, if a pupil's behaviour has deteriorated at any time during the two-week period, the parent/s will be advised by VP and the class teacher at a meeting earlier than the arranged review date.

The Vice Principal will advise parent/s should an earlier meeting be required.

(Any stage **must** be reviewed after two weeks at a meeting with parents.)

The Stages in Action continued

Stage 3 (Class Teacher and Vice Principal)

Behaviour is reviewed in two weeks, as above. Improved behaviour will be reported to parent/s by the class teacher and VP. There will be no need for a further stage meeting to move them up a stage; however behaviour will continue to be monitored by the class teacher and parent/s.

Should there be a lack of improvement, the parent/s will be advised and the issue will be referred after this meeting to the Principal.

Concerns discussed at the meeting are to be recorded on Form 1, along with positive behaviour strategies/sanctions that are to be put in place. Copies will be given to Head of Key Stage, class teacher and Principal. The Vice Principal will retain a copy.

(Any stage **must** be reviewed after two weeks at a meeting with parents.)

Stage 4 (Principal)

Behaviour is reviewed in two weeks, as above. Improved behaviour will be reported to parent/s by the Principal and class teacher. There will be no need for a further stage meeting to move them up a stage; however behaviour will continue to be monitored by the class teacher and parent/s.

Should there be a lack of improvement, the parent/s will be advised that the issue may be referred to outside agencies and/or suspension/expulsion is a possible outcome.

Concerns discussed at the meeting are to be recorded on Form 1, along with positive behaviour strategies/sanctions that are to be put in place. Copies will be given to Head of Key Stage, class teacher and Vice Principal. The Principal will retain a copy.

The Stages Regarding Staff

- Class Teachers are responsible for contacting parents and deciding to place pupils on Stage 1;
- Class Teachers meet with the Parents at Stage 1;
- Class Teachers and Head of Key Stage meet with the Parents at Stage 2;
- When a pupil is to be placed on Stage 3, the Vice Principal **must** be consulted, and be present at both the initial meeting and review meeting with parents;
- When a pupil is to be placed on Stage 4, the Principal **must** be consulted, and be present at both the initial meeting and review meeting with parents.

Letter to parents regarding Behaviour Targets



Dear **(Parent's Name)**

I am implementing some positive behaviour strategies for **(Pupil's Name)** starting today, **(Date)**.

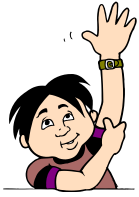
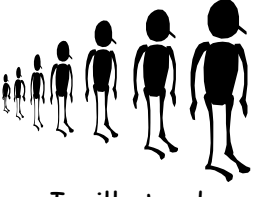

Unfortunately, as I have already discussed with you, **(Pupil's Name)** is still very disruptive in class and there are some areas of behaviour I would like to see improved.

The targets I have chosen are specific to **(Pupil's Name)** behaviour and this is an opportunity, with your support, to see great improvement in the next few weeks. Please read the attached sheet, as it outlines how the Behaviour Targets work, which we have already discussed.

I look forward to working with you to see **(Pupil's Name)** more settled in school, with an improved attitude to his classroom environment, peers, personal attainments and general school life. I am always available should you wish to see me before our review in two weeks.

Yours sincerely

The Positive Behaviour Chart

Date: <hr/> Day: <hr/>	 I will put up my hand	 I will stand properly in line	 I will stay in my seat
Morning			
Mid-Morning			
Afternoon			
<input type="checkbox"/>	Break	<input type="checkbox"/>	Lunch
			Parent: _____

The Positive Behaviour Targets Explained

- Behaviour Targets are used to promote a change to positive behaviour in pupils;
- Pupils are encouraged to reach a set target based on the number of opportunities the teacher has to record their targeted behaviour;
- The target should be achievable so the pupil can experience success and to allow parents/teachers the opportunity to reward and praise. The target should be increased as and when required, i.e., 5/9 building gradually over a few weeks to 9/9 if pupils are achieving it easily.
- The number of recording opportunities for teachers can be increased should the pupil not be able to succeed in a longer interval, i.e., the Morning/Mid-morning/Afternoon session can be split into 2 or 3 recording opportunities to give the pupil the opportunity to experience success;
- The 3 targets are to operate on a continuum;
 1. First target - something they can do;
 2. Second Target - something they can almost do;
 3. Third Target - something they are not doing.
- As the pupil's behaviour improves, the first target is replaced by the second, the second by the third and a new behaviour target can be positioned as the third target to work on a new area of behaviour;
- The aim is when a pupils has reached a new level of positive behaviour, targets can be removed due to this consistent change and the pupil's behaviour monitored and encouraged;
- Targets must be continually reviewed;
- The purpose is to allow the pupil to engage in 'new' learned behaviour and to support them in a positive way to change habits or attitudes;
- **They are not a sanction**, but very much a promotion of positive behaviour and should always be explained to pupils as such; Behaviour Targets resources are in the Teacher's Folder in Public in a Folder marked '**Behaviour Targets**' and should be used as early intervention to promote a return to positive behaviours throughout the school da

RECORD OF MEETING WITH PARENTS TO DISCUSS A PUPIL'S BEHAVIOUR

Pupil's Name _____ Year ____ Teacher:

Current Status: No previous stage meeting
Stage 1 2 3 4

Date / / Place of meeting: _____

Present:

Concerns of School

Concerns of Parents

Outcome of Meeting

Date of next Meeting (review) / /

Other Issues, where relevant

Signatures: _____ [School]

