



Coombe Bissett C Of E Primary School
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Coombe Bissett CE VA Primary School



Positive Behaviour Policy

Together we can... "Soar on wings like eagles, Run and not grow weary, Walk and not be faint." Isaiah 40:31

Positive Behaviour Policy

Coombe Bissett Primary promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

At Coombe Bissett great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with Coombe Bissett Primary's Anti-Bullying Policy.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- That **every** member of the school's community behaves in a considerate way towards others.

Coombe Bissett Primary believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected.

How Will We Achieve Our Aims?

- Children are encouraged to behave, at all times, in accordance with the school motto: 'Being the Best Me I can Be'
- Praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of rules that children know and understand. Expectations of good behaviour are compiled by each class and prominently displayed
- Establish a praise and reward system
- Adults will lead by example and model good practice
- All children will undertake Personal, Social Education (PHSE) and Social and Emotional Learning (SEAL)

The Curriculum And Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to

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meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feed-back to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work.

A 'high five' system will be used to gain the children's attention. The Teacher or member of staff will put their hand up and the children will copy. This is a silent way of ensuring that all children are listening before a set of instructions are given. Staff should regularly reiterate what this means.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:-

- Team points
- Stickers
- Marbles, pasta, bottle lids, conkers
- Haworth Hearts
- Certificates
- WOW awards
- Praise, in class, in assembly or by the Head Teacher for good work or behaviour. •Share good work with another class or member of staff
- Parents informed of good work and/ behaviour

As well as acknowledging and celebrating the individual efforts and successes, children are encouraged to work collaboratively as a team and gain points for their house teams. Winning teams are celebrated in a termly, whole school assembly.

Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome. Consequences of inappropriate behaviour may be:

- The child will be asked to think about what he/she has done wrong and what other choices could have been made.
- Loss of privileges (eg: missing a playtime/Enrichment)
- Work may be finished at a playtime under supervision
- A child's parents informed

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- A child may be sent to another class for “time out” to reflect upon their behaviour.
- The child may be sent to the Head Teacher
- A detention may be given and parents informed
- A child may be suspended from school (this would only occur following a serious breach of school rules).

Behaviour scale:

- 1) Reprimanded by teacher/ explanation why behaviour was unacceptable
- 2) Adult to check why child has repeated misbehaviour – removal of privilege
- 3) (repeated misbehaviour or 1 serious offence). Headteacher involved – letter of apology – removal of privilege
- 4) If unacceptable behaviour continues – parents informed and removal of badge of responsibility (if applicable). Badge can be earned back ONCE. For those without a badge, they can earn a badge which has been taken away from someone else. If their behaviour is continuously unacceptable Year 6 privilege to be removed.

If a problem arises the children involved will have the opportunity to offer an explanation. We will always try to be fair.

Strike system:

A strike system operates throughout school.

There are two parallel systems in operation which are operated separately of one another. Strikes are recorded by the classteacher.

Homework: 1 strike for any homework which is not handed in.

5 Strikes (KS1), 3 Strikes (KS2) = loss of enrichment and a discussion with the child's parents (wiped clean at the end of term)

Behaviour: 1 strike for each inappropriate behaviour

Key Stage 1: 3 Strikes and email home from Teacher – miss Enrichment. 4 Strikes – phone call home from Teacher reminding parents that if their child receives another Strike before the end of term, they will be invited in to meet with the Headteacher during Enrichment. 5 Strikes: Meeting with child, parents and Headteacher during Enrichment.

Upper School: Same system, but with a maximum of 3 strikes.

Staff will always:-

- Provide a consistent approach across the whole school
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.

Children will be encouraged to:-

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, ability and disability.
- Accept responsibility for their choices.
- Follow the agreed behaviour expectations.
- Follow school rules.
- Demonstrate good manners.
- Take care of their personal appearance and belongings.
- Work collectively within their classes and teams.

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We hope parents will:-

- Support the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

The Headteacher will:-

- Implement the school behaviour policy consistently throughout the school
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Reviewed: November 2023

Ratified by FGB: November 2023

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