



Policy to Promote Positive Behaviour

Reference and Guidance

This policy has regard to the DfE Guidance (2014); 'Behaviour and Discipline in Schools; and reflects colleagues' duties under the Equality Act 2010 to treat all pupils fairly and to make reasonable adjustments when dealing with pupils with SEND.

This policy should be read in conjunction with the Primary Division Anti-Bullying Policy and the Bolton School Foundation Safeguarding Policy. Additionally, each school within the Primary Division has its own Code of Conduct and Rewards and Sanctions policy.

Scope of policy

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park Road and additionally the wrap around care provision based at Kidzone. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

Aims and Expectations

The aim of the Primary Division is that students leave the school as appropriately confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community. There is a strong pastoral ethos in each School within the Division, which encourages positive moral and social attitudes, courtesy, good manners, discipline, respect for the needs of others and spiritual awareness. The Division behaviour policy and supporting documents are designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Each school within the Primary Division has a Code of Conduct and Rewards and Sanctions policy, however the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However sanctions are applied for unacceptable behaviour.

How we promote positive behaviour

In each part of the Primary Division, pupils are made aware of the school's expectations regarding good behaviour. Each school has an agreed Code of Conduct which is displayed in classrooms and in shared areas. This is referenced regularly by all staff as a reminder to the pupils and good examples of children acting upon this are celebrated. Assembly and PSHE lessons focus on developing these values.

The pastoral system works well because of good relations and frequent personal contacts, including sound staff-pupil relationships. The pastoral area of each school within the Primary Division is led by the relevant Deputy Head. Form teachers and all staff (teaching and non-teaching) and the pupils are all involved in the creation and preservation of a warm, caring, friendly and orderly school community.

It is noted that the promotion of good behaviour and sanctioning of inappropriate behaviour is the responsibility of all staff.

Expectations of Staff

1. All staff have the same expectations of, and responses to behaviour.
2. Effective and positive behaviour management strategies and practices are in place at the beginning of the school year in every class.
3. Staff are role models for good behaviour and the children learn by example.
4. All staff provide an environment where children feel engaged in their learning and stimulated by the curriculum.
5. Timetables (visual or written) may be used in classes, so children are aware of what's coming next and there are no surprises. This ensures they are mentally prepared for the day ahead.
6. Staff plan activities that are appropriately challenging and interesting to the child as this promotes good behaviour.
7. Positive and direct phrases are always used.
8. All staff have realistic and age appropriate expectations of the children; and that these are informed by a thorough knowledge of child development.
9. There is open and honest communication between staff and parents. Parents are encouraged to tell staff about any issues or change in circumstances that may affect the child. Teachers also inform parents about their child's achievements and sensitively discuss any incidents in school with their parents. This ensures that home circumstances are taken into consideration when dealing with individual children.
10. Managing behaviour is the responsibility of each and every member of staff. We always comment on good behaviour and offer a gentle reminder of "what should you be doing now?"
11. Politeness is rewarded and continually praised. Staff model this behaviour by always recognising when a child has been helpful and polite.
12. Child friendly language is used as much as possible, so that children can process our comments and expectations.

13. When an incident does occur explain to the child why that behaviour is not acceptable (again in child friendly language) and what we do expect.
14. Children are encouraged to make amends for their mistake.
15. Each lesson and playtime is a fresh start for a child, especially an infant child.
16. Staff will share concerns regarding a child or group of children during weekly staff meetings/briefings and will maintain records on CPOMS as appropriate in o
17. Staff will never threaten or use any form of corporal punishment against a pupil.

Pupil Tracking

Staff will share concerns regarding a child or group of children during weekly staff meetings/briefings and will maintain records on CPOMS as appropriate.

Relevant pastoral information about individual pupils is passed on at key transition points both within the Primary Division and when children progress to the appropriate Senior School.

The role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we expect parents to be supportive. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

Monitoring, Review and Development

- Each school within the Primary Division to review the efficacy of their Rewards and Sanctions Policy and Code of Conduct annually
- Primary Division policy to promote good behaviour reviewed annually by the Primary Division Leadership Team (to include Heads and Deputy Heads of each school and the Head of Primary Division).
- The Primary Division Leadership Team to review Rewards and Sanctions policies and Codes of Conduct together annually in order to improve consistency where appropriate.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils in each setting.