



Boasley Cross Primary Behaviour Policy

This policy is a statement of principles, aims and strategies for promoting positive behaviour at Boasley Cross Primary School. We believe that a shared commitment from staff, parents, governors and the wider community is important in promoting good behaviour and developing positive attitudes and responsibilities. We ensure that all stakeholders are made fully aware of our 'yes please' and 'no thank you' behavioural flow charts through newsletters, assemblies, discussions, half-termly Ethos Committee meetings and on our school website.

Principles

We are ready to learn.

We are respectful of ourselves and each other.

We are safe in the behaviours we choose, thinking carefully about how our behaviour can impact on others.

As well as our principals, we have our school vision which we all aspire to:

'Respectful, Resourceful, Resilient'

A creative approach to learning where all pupils can succeed

Boasley Cross fosters excellent behaviour management with a view to developing young people to be able to become respectful, resourceful and resilient as they move on from primary school as responsible citizens in the wider world. All staff demonstrate a consistent approach to setting high expectations for behaviour, continually modelling how children can show they are ready to learn, respectful to each other and safe within the learning environment, interacting with each other, developing positive relationships.

At Boasley Cross Primary School, we believe that children and staff have the right to learn and work in a well organised, calm and safe environment. Staff work closely with governors and parents to maintain a culture of respect; promoting and encouraging all children to demonstrate our school's core values. Staff set clear boundaries and expectations, following our behaviour flow chart of clear yes please and no thank you behaviour choices.

Aims

As a school we encourage every individual child to see themselves as an important part of our school team, considering their own rights and the rights of others. By doing so, we aim to create a culture that promotes and encourages responsibility. Our clear flow charts provided opportunities for children to reflect on the choices they are making and the impact that it has on others. Reminders from staff help to scaffold the supported dialogue needed to encourage children to make the right 'yes please' behaviour choices for themselves. We aim to create a supportive environment that promotes a positive attitude to mental health. Our Ethos and School Council group work closely with staff to actively provide opportunities for children to have a voice, and act upon the results they receive. They aim to ensure that all children feel safe and can talk openly in an environment where they feel they will be listened to.

Promoting Positive Behaviour - 'Yes please' behaviour choices

When children make a positive behaviour choice, as well as positive verbal feedback, they are awarded a sticker for the choices they are making. When a child collects 20 stickers, they are awarded with a certificate that is presented to them in our weekly celebration assembly. As well as their certificate, each child will receive a 'raffle' ticket and will be included in the end of term draw for their class. The raffle will have a small prize based on an area of the curriculum the children have been exploring that term. The more sticker books a child completes, the more opportunities they have for entering the class 'raffle'. As well as developing individual behaviour, the children will also focus on a class target, for example lining up quickly and quietly. Each child is responsible for their contribution to the team and collecting 'marbles in a jar' for their contribution. Once the marble jar has been filled, the class will enjoy a treat that they have chosen collaboratively, celebrating their efforts together as a group.

Reflecting on 'No thank you' behaviour choices

When children are demonstrating no thank you choices, staff encourage them to reflect on the choices they are making, encouraging the child to take responsibility for their actions. If behaviour persists, the child will be given a warning. Following this, they will have their name placed on the board as a reminder of the choices they are making and the choices they need to make. This will provide another opportunity for the child to take responsibility for their behaviour and act upon this. When they change their behaviour, names are taken down off the board and the children can 'wipe the slate clean' and start a fresh. If behaviour persists, the child will have a cross placed by their name and will be removed from the classroom for 10 minutes (children in Littlemoor class will spend time in Oketor class, whilst children in Oketor class will spend time in Littlemoor). If this does occur, the child will spend time in reflection during break or lunch time. This reflection time provides the child with

the opportunity to think about the behaviour choices they have made and through discussions with an adult encourages them to make the correct choices if that situation were to arise again. A think sheet is completed by the member of staff who placed them in reflection outlining the 'no thank you' behaviour choices made. Following the time in reflection, in agreement with the supporting member of staff and child, actions are recorded which encourage 'yes please' behaviour choices. All parties then sign the think sheet. If a child needs to complete a think sheet more than 3 times over a 2-week period, a meeting is called to discuss the behaviour choices with parents. There may be an opportunity to place the child on a behaviour report card for a period of 1 week, in agreement with parents. This is used to shine a light on any behavioural patterns ie, certain days or times that the child is finding difficult. We believe in working in partnership with children, parents and staff, we can provide the support and scaffold to ensure a positive restorative approach is used with all children to encourage them to demonstrate 'yes please' behaviour choices, and discuss with adults when they are finding things difficult.