



PRIMARY SCHOOL

'Attainment through Caring, Challenge & Creativity'

Birkdale Primary School

Positive Behaviour Policy

This Policy Includes our Home School Agreement
on Page 12
(for all new admissions to the school)

The document also includes our written Statement of Behaviour Principles from the
Governing Body

Our Mission Statement

"Attainment through Caring, Challenge & Creativity"

Where caring and respect for others are the responsibility of all who belong here, so that we may grow to understand our individual uniqueness and learn to love and respect the world in which we live.

Where the potential within us all is encouraged to flourish without fear or prejudice, so that we may learn to become all that we are meant to be

Where creativity has a pre-eminent place in the life and the work of the school, so that we may celebrate our own achievements and those of others.

Introduction

At Birkdale Primary, we believe that children will learn best when they feel safe, valued and respected and this is why one of our primary objectives is to create a learning environment in which everyone feels secure, feels confident to be themselves and is treated equally. Positive behaviours are at the heart of this and we have high expectations of behaviour from everyone within our school community. Furthermore, we understand how the principles of good social behaviour is a fundamental outcome of education and we strive to help the children at our school become considerate, courteous members of the wider community. This policy outlines how we have shaped, and ensure we maintain, a consistent approach to behaviour management throughout our school community.

Legislation

This policy is based on advice from the Department of Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act (2010)
- Searching, screening and confiscation at schools
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act (2002) which outlines the school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written

statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools should publish their policy online
- Education Endowment Foundation

Our Aims

At Birkdale Primary we aim to:

- To maintain a positive, happy, productive learning environment for all.
- To consistently develop respectful, trustful relationships between all children and adults alike.
- To enhance the self-esteem of all individuals through positive reinforcement and praise for contributions to our learning community.
- To model and teach definitions of both positive and negative behaviours to help children learn to make good choices.
- To create reliable methods of praising positive behaviours and modifying negative behaviours so that children receive a clear, consistent message throughout their time at Birkdale.
- To uphold a consistent system of rewards and sanctions.
- To demonstrate and teach excellent communication skills to create harmonious relationships.
- To encourage self-discipline and respect for others so that appropriate behaviour is maintained outside of school.

Through our teaching, our staff regularly refer to the following key aims which we proudly display in the school's Main Entrance:

LEARNING -At Birkdale Primary we aim to: Create nurturing, challenging and empowering learning opportunities for children, staff and our community

INCLUSION -At Birkdale Primary we aim to: Offer a broad, balanced and rich curriculum that is relevant and accessible for all children

ACHIEVEMENT -At Birkdale Primary we aim to: Celebrate the achievements and successes of all

COMMUNICATION -At Birkdale Primary we aim to: Ensure everyone has a voice and their contribution is valued

RESPONSIBILITY -At Birkdale Primary we aim to: Secure the accountability of all through collegial leadership, rigorous monitoring and evaluation

REFLECTION -At Birkdale Primary we aim to: Improve future performance through the continuous evaluation and development of our practice

CREATIVITY -At Birkdale Primary we aim to: Try new ideas, approaches and initiatives. To think differently or from a new perspective in order to continuously raise standards where possible

COMMUNITY -At Birkdale Primary we aim to: Foster positive working relationships with parents, multiagency professionals and the local community

DIVERSITY -At Birkdale Primary we aim to: Promote tolerance and respect for individual differences, abilities, needs and beliefs

WELL-BEING -At Birkdale Primary we aim to: Create a safe, caring environment in which everyone is healthy, happy and ready to learn

TRANSITION -At Birkdale Primary we aim to: Equip children and families with the knowledge, skills, independence and resilience to face future challenges

Roles and Responsibilities

We see behaviour in school as a shared responsibility and, as such, we feel that the key to maintaining excellent behaviour is a consistent approach throughout our school community.

Governors

The Governing Board is responsible for reviewing and approving the written Statement of Behaviour Principles which underpin this policy. They are also responsible for the regular review of this policy with the Headteacher and for reviewing its effectiveness.

The Headteacher

The Headteacher is responsible for giving proper consideration to the Statement of Behaviour Principles and for reviewing this behaviour policy with the Governors and approving the policy.

The Headteacher will monitor how staff implement this policy, ensuring an effective school environment is created and that rewards and sanctions are applied consistently.

Staff

We expect every adult to:

- Implement the behaviour policy as expected.
- Meet and greet the children.
- Make use of 'daily check-ins' effectively to help inform potential reasons for behaviour.

- Refer to 'The Bee Rules'.
- Build relationships with all in the Birkdale Family.
- Use a visible recognition mechanism throughout every day (Class Dojos).
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps.
- Prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Model positive behaviour themselves and implement rewards for positive behaviours for pupils.
- Treat all pupils equally and fairly at all times.
- Using positive rewards and sanctions consistently.
- Provide a personalised approach to specific behavioural needs of some pupils when needed.
- Effectively record incidents of negative behaviours on CPOMS when required to ensure future learning or support for individual pupils.
- Attending all relevant staff training relating to managing behaviours and creating positive school environments.

Teachers

We expect all teaching staff to:

- Plan lessons that engage, challenge and meet the needs of all learners and be organised in the classroom.
- Uphold the teacher standards - 'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Senior Leaders

We expect senior leaders to:

- Be a visible presence to encourage appropriate conduct (this includes being in the dining hall during eating times).
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go over and above expectations.
- Encourage use of positive Phone Calls and texts.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- To stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Regularly share good practice.

- Support teachers in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess our behaviour policy and practice.
- SENDCo will ensure that for children with SEN, where triggers can have an effect on behaviour, staff will identify these triggers and ensure strategies are put in place to prevent any negative behaviours.

Pupils

We expect all pupils to:

- Following our school's 'Bee Rules' at all times and in all areas of the school.
- Being respectful to their peers and adults throughout the school, including visitors and volunteers.
- Contribute towards a positive learning environment for all children.
- Treat the school and its contents with care and respect.
- Contribute to the continual improvement of the school rewards systems by sharing ideas and opinions with their Class Council Representative and during pupil voice surveys.
- Accept sanctions as a way to reflect on behaviour which will help with future improvements.

Parents and carers

We expect parents and carers to:

- Support their child in adhering to the school rules.
- Inform the school of any home circumstances which may affect their child's behaviour.
- Respect the school's system of rewards and sanctions and the right of staff to enforce these.
- Communicate effectively with class teachers and the Senior Leadership Team about any concerns with their child's behaviour.
- Try to view their child's Dojo rewards.

Our School Rules

At Birkdale Primary, we have five key Bee Rules which all pupils follow:

Be safe and sensible

Be caring to others

Be kind with words

Be a good listener

Be the best you can be

All rules are prominently displayed in classrooms, around the school and referred to regularly.

Welfare staff will have these on their lanyards to use if necessary.

Pupils are always asked to consider how unacceptable behaviour affects others around them as well as themselves. These are developed during our teaching of 'Life Lessons'

which regularly revisits these themes and explicitly teaches the skills and attitudes needed to be the best we can be.

Promoting Positive Behaviour Strategies

Behaviour is constantly managed throughout the school, with a huge emphasis of promoting and praising positive behaviours. All adults in school aim to do this by:

- Making learning as engaging and exciting as possible.
- Making expectations clear and consistent.
- Continually praising positive behaviours.
 - positive gestures and body language (smiles, thumbs up, nods)
 - Class Dojo rewards
 - stickers, post-it notes, golden time
 - opportunity to show behaviour reward to another adult or SLT
 - class clap, pat on the back, share with the class
 - certificates including Star of the Week
 - giving a position of responsibility
 - Headteacher's award
 - Positive phone calls and texts
- Holding regular opportunities to celebrate behaviour such as assemblies and reflection time in class.
- Listening to reasons for negative behaviours and helping to re-frame thinking to promote a positive outcome in the future.
- Utilising SLT or other staff members to give additional praise to pupils or the class.

Our Rewards System

Our main rewards system is consistent throughout the school.

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding the Bee Rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Birkdale, we recognise good behaviour, effort and conduct in the following ways:

We use Class Dojos to reward positive behaviour. These are rewarded when pupils follow the Bee Rules and our 5 main positive behaviours - All teachers will have access to all the classes throughout the school and can reward Dojos to any pupils. When non-teaching staff observe pupils following the Bee Rules or the five focus behaviours around the school they can 'Spot' them. The pupil will pass this spot onto their class teacher who will award the Dojos.

Focus	Praise Method	Approach
Listening Engaged Asking questions Resilience Neighbourly Enthusiastic Respectful	Class Dojos	For effort and success in their focus areas. These will be linked to their parent or carers account so they can see the reason for the dojo point.
	Pin badges	Children will earn pin badges for accumulating Dojo points Bronze, silver and gold.
Above and beyond learning, effort, values, behaviour and learning attitudes	Star of the week	These will focus on the pupils who go above and beyond each week. They will receive a certificate presented to them in the weekly Star of the Week assembly.

Modifying Unacceptable Behaviour

Unfortunately, some pupils do not always follow the school rules and may display a range of unacceptable behaviours. Staff in school will always aim to modify this behaviour as quickly as possible so that it does not progress and affect the learning environment by:

- Giving a non-verbal warning such as a clear look, moving to closer proximity of the pupil, a slight shake of the head, a visual card or 'stop' hand gesture.
- A verbal warning which could be
 - a reminder of the school Bee rules
 - a request to re-focus
 - highlighting or rewarding the positive behaviours of some other pupils
 - reminder of previous positive behaviour from the pupil
 - clarifying the choice the pupil is able to make
- Giving time out.
- Reflecting on minor negative behaviours after the lesson/event with the pupil to discourage them from repeating it.

Poor behaviour can be an indicator of a need for extra help with social and emotional learning, we support this through our nurture groups.

Our Sanctions

Unacceptable behaviour cannot always be modified or prevented from escalating. These behaviours can develop into more serious behaviours that need sanctioning.

Unacceptable behaviour includes (but is not limited to):

- Disruption of other children's learning
- Behaviour which puts another child or adult at risk of harm
- Any form of racism, homophobia, sexism or other discriminatory behaviour
- Any form of intimidation, physical or verbal
- Any form of aggressive or intimidating behaviour
- Bullying of all kinds (please see our Anti-bullying and Cyber-bullying policy)
- Fighting
- Swearing
- Damage to, or theft of property

All pupils understand that there are consequences to not making 'good choices' about their behaviour and these are made clear to all pupils. If inappropriate behaviour has occurred, or it thought to occur, all pupils involved will be given the opportunity to have some time out to clear their heads, discuss their version of events and explain why they chose their actions that followed. Pupils are always supported after an incident to help them reflect on their choices and make better ones in the future.

Behaviour Tracking:

When unacceptable behaviour occurs, children's behaviour will be tracked on CPOMs using the amber and red categories. If this occurs, the behaviour team will be informed of this by a CPOMs notification. If the behaviour continues or does not improve sanctions may include:

- Time with the Headteacher
- A discussion between the class teacher and parents
- A meeting with a member of the SLT and parents
- A Behaviour Chart for the pupil
- A Home-School communication book
- A behavioural support plan
- Seeking of advice or intervention from external support agencies

Bullying

Bullying of any kind which may include but not limited to physical, verbal, emotional, sexual, online/cyber, indirect and prejudice-related (e.g. racist, homophobic, biphobic, transphobic, disablist) is never tolerated and is dealt with seriously and swiftly. Please see our [Anti-bullying and Cyber-bullying Policy](#) for more information.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

It is important that any concerns regarding bullying or indeed any matter regarding school should **not** be taken onto social media. The school or any member of staff does not need to be named for the school to be able to refer the matter to the Local Authority which may result in a fine. This is especially the case if any negative posts

are brought to the attention of the school and you have made no effort to meet with key members of staff.

Exclusions

School follows the normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds and are described in the DfE 2022 statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. Our school also seeks advice from Sefton Local Authority.

Safer Handling

If an occasion arises where, in the interests of the pupil's or others' safety, safe handling is used then staff will clearly follow the DfE 2013 guidance 'Advice for Headteachers, staff and governing bodies document - Use of reasonable force.' When used staff will complete CPOMS, highlighting the Safer Handling flag when appropriate. All incidents are reviewed, recorded and monitored, and the child or learner's views are sought and understood. The SLT and parents will also be notified. Key staff undertake Safe Handling training throughout the course of any given year - we prioritise training for staff who work with children who require 1:1 support.

Off-site Behaviour

Sanctions may be applied where a pupil has demonstrated unacceptable behaviour off-site when representing the school, such as on a school trip, when travelling to and from school, when wearing school uniform or any other occasion when the reputation of the school is brought into question by the behaviour.

Parents, Carers and Visitors to School

We see our school as a community and believe that the children benefit from an environment in which their community can come together in a positive and respectful way. With this in mind, we expect all parents, carers and visitors at school to maintain their own high expectations of behaviour by behaving appropriately when on or around the school premises. Parents, carers and Visitors are asked to share in our ethos and aims for a happy, respectful and tolerant environment and help to instil this in the pupils of the school. If behaviour from parents or visitors is unacceptable, the SLT has the right to ask that they have an immediate discussion to rectify any issues. In extreme cases, SLT may ask that the parent or visitor leave the premises immediately. Incidents with other children:

If there has been an incident between children in school, parents of either child should never seek to rectify the problem by approaching the other child. Please do discuss with the school so that the matter can be dealt with calmly.

Unacceptable behaviour from parents may include:

- being aggressive, either verbally or physically, to a member of staff or other parent.
- shouting or swearing at staff or another parent.
- using aggressive hand gestures.
- any form of physical violence

Pupil Support

We will always endeavour to support any pupil with their own behaviour. We continually reinforce and teach positive behaviour strategies as well as insist on adults modelling positive behaviour at all times. At times, under the Equality Act 2010, we may deem it necessary to modify our behaviour management systems to support a pupil's specific needs. The SEND Co-ordinator will play an integral part in this process.

All staff take part in regular behaviour management training and truly thrive on sharing good practice between staff members.

Our Learning Mentors provide excellent support for a range of reasons and are also available for parents to contact for further support.

We have a good system of pupil transition in place when pupils move to new year groups to ensure that behavioural needs are communicated effectively between staff.

We recognise that a universal approach to behaviour may not always work for some children. In these cases more personalised plans are put into place by SLT or the class teacher.

Links to Other Policies

- Anti-bullying and Cyber-bullying policy
- Safeguarding and Child Protection policy
- Safer handling policy

Written Statement of Behaviour Principles from the Governing Body

- Every pupil understands that they have the right to feel safe, valued and respected.
- Every pupil understand that they have the right to learn in a positive, undisrupted environment, and that they have the responsibility to contribute to that same environment for others.
- Adults in school set an outstanding example of behaviour at all times.
- Rewards and sanctions are both effective and used consistently throughout the school.
- The behaviour policy is clear, concise, and understood by all adults and pupils involved in the school community.
- Pupils are continually encouraged to take responsibility for their own actions and take pride in their good choices.
- Families are involved in behaviour incidents to form good relationships between school and pupils.
- Bullying and any form of discriminatory behaviour is not tolerated in any way by any staff member and is managed swiftly and effectively.

This policy will be under annual review and involves both staff and the Governing Body -
N Sheeran -Headteacher

Please sign the following home school agreement and return it to your child's class teacher as soon as possible. This slip is very important to the school and we would ask that you return it as soon as possible. We will contact you shortly after this request if we do not receive the returned slip.

There will be no need to complete this form annually.



Home School Agreement

Birkdale Primary School

I acknowledge receipt of the **Birkdale Primary School Behaviour and Anti Bullying Policy Booklet** and will fully support the school in all the areas as outlined in these booklets.

Your Name (please print).....

Signature.....

Child's Name/s.....

Classname at the time of signing.....

Date.....

We would welcome any comments or suggestions regarding matters arising from this booklet, please make any comments overleaf. Thanks again for your time.