

Promoting Positive Behaviour Policy

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Committee Owner	Children and their Learning Committee
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Rationale

We believe that all children and adults have the right to feel safe and happy and that this in turn promotes a successful learning environment. We encourage our children to develop the personal and social skills required for life. We believe that positive relationships are at the heart of this process.

Aims

- To frequently use praise and rewards in response to positive choices
- To promote positive self-esteem and approaches to managing behaviour so that each individual is valued and supported
- To follow the school's values (see appendix 1)
- To promote respect in children for themselves, others and the environment
- To provide a calm, purposeful and caring atmosphere between children, staff and parents/carers
- To deliver fair, consistent and clear guidelines around behaviours and their consequences that staff follow with a common approach, ensuring equal opportunity
- To develop effective support programmes for pupils who are experiencing difficulties
- To promote the moral, spiritual, cultural and social development of all individuals
- To ensure bullying, harassment and discrimination are dealt with fairly, effectively and promptly

Guidelines

In order to promote good behaviour, we:

- Develop children's understanding of their responsibilities
- Promote the need to have respect and consideration for others and their property
- Follow our school's values (see appendix 1)
- Frequently use praise and reward
- Ensure that all staff promote good behaviour through a common approach to behaviour issues

- Consistently follow through the consequences of a pupil's behavioural choices
- Recognise that each child is an individual and take account of individual needs and circumstances when applying this policy as well as ensuring consistency and fairness
- Develop support programmes for pupils who are experiencing difficulty

We have clear rules about behaviour. Classes agree and draw up their own class charter, through discussion with the pupils and teacher. Teachers and children negotiate appropriate ground rules alongside the positive behaviours expected. These class charters are written in child friendly language at different levels across the school and are reinforced and referred to regularly by the class teacher and other staff. Class charters, the behaviour rainbow (see appendix 2.1), values and class dojos are clearly displayed in each classroom.

Positive Behaviour

We use a positive behaviour approach and all children are rewarded for good behaviour through a range of strategies. Emphasis is on praise for: appropriate behaviour, good manners and respecting others, demonstrating the school values. Praise and rewards can be awarded by all members of staff for positive recognition of children's achievements. The emphasis is on reward rather than sanctions.

Rewards used may include:

- Verbal praise
- Dojo points
- Stickers
- Certificates
- Class rewards, including golden time
- Playground raffle tickets
- Praise in celebration assemblies
- Visits to other staff or a member of the leadership team

Each Friday, there is a weekly celebration assembly where examples of how children have followed our school values are shared and celebrated. The lunchtime raffle is drawn and star learner certificates are shared.

Staff recognise that there are variances in the effort required for good behaviour and have due regard to this ensuring fairness and equity for those children who always behave well.

Staff are encouraged to keep reasonable records of key awards, including star learner certificates, given so that all children have a good chance of being recognised and to avoid quieter children who are always well behaved being overlooked.

Children who have put in lots of effort to their behaviour, work or attitude may be sent to another staff member, for example the year group lead or a member of leadership team for further recognition.

Assemblies focus on values and encourage children to consider positive behaviours, helping them to understand how to make positive choices.

Negative Behaviour

Negative behaviour choices are dealt with by staff in a calm manner that looks to build a positive environment whilst recognising consequences.

Circle time may be used to give children opportunities to discuss any concerns linked to behaviour that involve key groups and to support children in building positive relationships with their peers.

Teachers will deal with negative behaviour in the classroom in the majority of cases, through use of the behaviour rainbow (see appendix 2.1). This involves:

- Reminders
- Warnings
- Moving where the child is sitting
- Time out in class
- Time out in partner class completing a reflection sheet (see appendix 4)
- Visit to a member of the leadership team

The behaviour rainbow is displayed clearly in all classrooms, and is referred to by children and staff. Children move between the steps as decided by the class teacher or other adults in the class. Children's names are not to be displayed on the behaviour rainbow

and it is reset at break and lunchtimes, to enable children to turn their behaviour around during the course of the school day. Further information on the steps, including use of the reflection sheets, can be found in 'Behaviour Rainbow Guidance' (see appendix 3).

Where a child's negative behaviour continues despite sanctions from the class teacher, the learner goes to the partner class with an appropriate reflection sheet to complete.

Where a child behaves in a way that causes concern for the safety of themselves or other children, a child may be sent to a member of the leadership team immediately. In either circumstance, the member of the leadership team will decide on the next appropriate step.

This could include:

- Missing break times
- Missing golden time
- Parents informed
- Involvement with Head of School

Where it is unclear who has done what or there are discrepancies which cause concern, then an investigation may be undertaken.

Positive Behaviour on the Playground

Playground activities are provided for the children and positive playtimes are promoted in a variety of ways, such as through assemblies and PHSE sessions. Staff promote positive behaviour on the playground by praising and rewarding good choices. Raffle tickets are distributed at lunchtime to those children who they catch making the right choice. These tickets are entered into a weekly draw which takes place during celebration assemblies. Each week, children's names are drawn during celebration assemblies for a reward.

Negative Behaviour on the Playground

When negative behaviour is apparent, it is dealt with in the following way, following the playground behaviour rainbow (see appendix 2.2):

- Reminder
- Warning
- Move away (to a different area of the playground)
- Time out
- Sent to a member of the leadership team on duty for part of play and where appropriate to complete a reflection sheet

- A member of leadership team to decide on next appropriate course of action if deemed necessary

Persistent Negative Behaviour

Children who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will need additional procedures. This could include:

- Parents fully involved
- Report to a member of leadership team against a measureable target
- Withdrawal of special privileges, e.g. golden time or special times
- Fixed term exclusion with work set for child
- Provision Plan agreed with all adults involved
- Pastoral Support Plan written with all adults involved
- EHCP applied for if necessary
- Alternative placement considered
- Permanent Exclusion

Equal opportunities

Children with Special Educational Needs who misbehave but who may not fully understand the implications of their actions will be given support in managing their behaviour.

The school will seek to put measures in place to support children and try every practicable means to keep the child in school, including seeking external professional advice and support where appropriate.

Appendix 1 - School Values

Partnership	teamwork and friendship
Trust	respect and fairness
Endeavour	resilience and perseverance
Aspiration	excellence and creativity

Appendix 2 – Behaviour Rainbows

2.1 Consequences in class



2.2 Consequences on the playground



Appendix 3 – Behaviour Rainbow Guidance

Behaviour Rainbow Guidance	FILTON AVENUE PRIMARY SCHOOL
Reminder Warning Move Seats	<p>This is done in class and focuses on each behaviour e.g. reminder to stop talking, learner continues, give warning if behaviour is repeated within same session.</p>
Time Out	<p>Learner given Time Out away from learning and others. Ideally in a safe place in the classroom, but it could happen out of class. Use the age to minute ratio as a guide to the amount of time spent for time out.</p>
Partner class	<p>Learner is sent to their partner class with the Reflection Sheet. The adult should complete the top section of the Reflection Sheet explaining the nature of the incident.</p> <p>The Reflection Sheet is to be taken back to the class teacher when completed. The class teacher will then record on the Behaviour Log and file the Reflection Sheet in their green folder.</p> <p>Phase Leader to monitor Behaviour Log daily and any learner who has been sent out twice in one week will have a meeting with the Phase Leader. Learner will discuss their behaviours and lose 15 minutes of their next lunch (with a member of leadership).</p> <p>If learning does not turn around and learner is sent out again that week, or where a child is regularly sent out of class, the Phase Leader will arrange a meeting with parents.</p>
Phase Leader	<p>If a learner returns to class and continues to make the wrong choice, they will be sent to the Phase Leader/Leadership Team. The Phase Leader/Leadership Team will speak with the learner and sanctions will be decided by them.</p> <p>Where a child behaves in a way that causes concern for the safety of themselves or other children, a child may be sent to the Phase Leader immediately.</p>
Behaviour Rainbow will be reset after break and lunch.	





Appendix 4 – Reflection Sheets

Reflection Sheet 1

Reflection Sheet		FILTON AVENUE PRIMARY SCHOOL
Name		Nature of the incident? (Adult to complete)
Date	Time	
A note or picture to say sorry...		

Return this sheet to your teacher who will put it in the green class behaviour file.

Reflection Sheet 2

Reflection Sheet		FILTON AVENUE PRIMARY SCHOOL
Name		Nature of the incident? (Adult to complete)
Date	Time	
I feel		
 Angry	 Embarrassed	 Scared
 Sad		Draw your own
What did I do wrong?		What do I need to do now?

Return this sheet to your teacher who will put it in the green class behaviour file.

Reflection Sheet 3

Reflection Sheet

FILTON AVENUE
PRIMARY SCHOOL

Name	
Date	Time





Nature of the incident? (Adult to complete)

What did I do?

Why is this wrong?

How can I make this better?

What will I do differently next time?

I feel ...	Angry	Embarrassed	Scared	Sad
				

Return this sheet to your teacher who will put it in the green class behaviour file.

Appendix 5 – Helpful tips for promoting positive relationships

Treat all children fairly and equally

Children are very perceptive and will pick up on inconsistent actions. Treat every child and incident fairly and consistently. If we all act in the same way, then the children will more likely respect the rules. It is very easy to act on hearsay, only act on what you are sure you saw. Give a child the chance to explain behaviour as there may be an underlying reason for the behaviour. Try to use restorative questions:

- What happened?
- Why did you do (x,y,z) ?
- Who was affected by what you did?
- In what way were they affected?
- What do you think needs to happen next?

Stay calm

Try to stay calm at all times. This will help you remain in authority and be effective.

Give praise

Praise is more effective than criticism so try and reward positive behaviour as a way of rectifying negative behaviour.

Give gentle reminders

Young children often forget some rules, e.g. running to the playground. A gentle reminder is often all that is needed to correct this.

Make yourself approachable

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

Smile

Try and remember to smile at the children, they will see you as someone warm and friendly.