

# Positive Behaviour Policy



## Clifford Primary School

### **Our School Statement:**

*A school where every child feels safe, happy and valued. All children take part in fun and stimulating learning opportunities and form long-lasting friendships that prepare them for the next stage of life.*

### **Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### **Children's Responsibilities are:**

- Work hard and do the best you can
- Be enthusiastic and committed to your learning
- Ask for help if you need it
- Tell a grown-up if something is worrying or upsetting you
- Behave well in lessons and other activities, in and out of school
- Be proud of your school
- Show respect to adults and other children in the school
- Take care of school building, equipment and grounds
- Complete all homework and bring it to school on time
- Look smart and take responsibility for your belongings

**Staff Responsibilities are:**

- Provide an environment that encourages the academic, social and personal development of each child
- Provide a rich and balanced curriculum which educates each child to the best of their ability
- Maintain high standards for all pupils
- Keep parents informed about school matters and events, and their children's progress and development
- Arrange meetings with parents and be available to talk about concerns and answer questions
- Set learning that supports learning and independence
- Care for every child's safety and well-being
- Celebrate children's academic and personal achievements

**Parents Responsibilities are:**

- Ensure that children arrive at school on time and attend regularly
- Ensure that children wear named school uniform at all times
- Ensure that children have a full, named PE kit at school at all times
- Let the school know of any problems that may affect your child's learning or behaviour
- Encourage and support children to complete homework and return it on time
- Attend any meetings about your children's progress or welfare
- Support the school's policies and strategies for promoting learning and good behaviour
- Encourage children to have a positive attitude to school and learning
- Read information sent home about events and schedules
- Engage in their role as PTFA members to support the school in whatever ways they can (eg contributing time, expertise, enthusiasm or cash)
- Respect the confidentiality of all pupils, parents and staff, on and offline

**Our school environment and teaching aim to:**

- Promote high standards across the curriculum
- Provide a broad and balanced curriculum, both in and out of the classroom
- Instil in children a positive attitude to learning
- Prepare them for their future
- Widen horizons and raise aspirations
- Engage children in the world around them (locally, nationally and internationally)
- Create well-rounded and independent young people who are responsible, confident and kind
- A school where every child feels safe, happy and valued.
- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect.

### **Encouraging outstanding behaviour for learning in school:**

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour
- We praise good behaviour both privately and publicly.

Good, clear and consistent management both within the context of the classroom and outside are of paramount importance in establishing good practise of behaviour and discipline within the school.

### **Classrooms**

At the beginning of each year the children will agree on their classroom rules, they will sign them and they will be displayed in the classroom.

Teachers will aim to:

Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.

- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption.
- Teachers will consider carefully the furniture layout, grouping of pupils, seating of pupils, pacing lessons well, and being enthusiastic and using humour to create a positive classroom atmosphere.
- Continually observe or 'scan' the behaviour of the class
- Model the standards of courtesy that they expect from pupils
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules to classroom behaviour clear to pupils from the first day.
- Make sparing and consistent use of reprimands and punishments

Everyone in the school is responsible for the behaviour and must ensure continuity exists between all personnel.

All children need to be part of making the rules and knowing them.

### **Creating the right climate practical strategies:**

- Children should be greeted each morning outside by a member of staff.
- All teachers will give their class a warm welcome in the morning.
- Children should leave their classroom in an orderly manner and at all times should be done quietly.
- Children should leave their classroom in tidy and ready for the next session.
- Playtimes and dinnertimes should be calm. Peer mediators are around to promote positive behaviour on the playground.

### **Rewarding good behaviour, work and manners:**

Rewards do need to be age appropriate. All children should benefit from rewards.

Younger children frequently respond to short-term rewards rather than waiting for half termly or termly recognition.

Rewards will be set out in a child friendly language.

Look for things to praise. By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.

### **Rewards through Praise**

Public and private praise giving the reason for praise.

Non-verbal recognition: Smiles and thumbs up

Praise those doing the right thing to provide an incentive for others to receive praise.

### **Rewards to build Success**

Use stickers and praise in their books to encourage children to respond positively and to make progress in their learning.

Name on the board for being a super star.

Give children responsibility as a reward.

### **Rewards to congratulate**

- Thank you tickets for good manners and respect. The children can be given a raffle ticket which they place in a box, Reception and KS1 box and a separate KS2 box. In praising assembly one ticket is pulled out and the child will receive a gift.
- House Points for working hard and producing work of a high standard. The children will collect house points for themselves as well as their team.
  - Individual: After 20 house points they will receive recognition through a sticker and small gift.
  - Team: At the end of each half term house points will be collected and the winning team from each class will choose a reward: extra playtime, art, no homework, i.pad session
  - Children that earning lots of house points for their team will be praised.
- Writing certificate: Each week one person will be chosen to be the writer of the week and they will receive a certificate.
- Froggy Maths certificates: When the children have passes a Froggy Maths level they will receive a certificate in assembly.
- Sports award: At the end of each half term a child will be awarded the sports award. There will be a theme to the half term: respect, determination, passion, teamwork, honesty and self-belief.

### **Sanctions**

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviour, so they must not be relied upon too heavily.

It is very important that children know and actively experience that sometimes an adult may not like aspects of their behaviour but that the child is liked as a person and that all kinds of potential can be seen in them.

Individual pupils with a challenging behaviour are a whole school issue not just the class teachers.

### **Procedures for Recording and dealing with problematic behaviour**

At Clifford School we will use a range of skills to prevent moving into sanctions. First a general reminder of the class and school rules. Reminders may include verbal ones or nonverbal ones. Nonverbal ones have the advantage of allowing us to communicate with children without interrupting the flow of the conversation with others.

We will provide a chance for the child to demonstrate positive behaviour before moving towards sanctions. Unacceptable behaviour can be described as:

- Use of physical violence in any form
- Use of inappropriate language
- Excessive or persistent verbal abuse to children or staff
- Bullying or racist behaviour
- Persistent unreasonable or disruptive behaviour in class or around school. This may involve persistent talking in class, shouting out, distracting others, tormenting others, running in school, spoiling games, lack of respect for people or property, playing in toilets etc.

### **Sanctions in Clifford are organised into a hierarchy:**

- A private reminder referring to the class/school rules
- A warning of the sanction that will follow if the inappropriate behaviour continues. This will be presented to the child as a choice. They will make the decision whether to keep to the same rule or experience the sanction.
- If the child continues to ignore the warning they will be given a sanction:
  - Loss of play
  - Loss of golden time
  - Temporary isolation in their classroom ( no child is to be sent out of the classroom to sit outside)
  - Time out
  - Not to sit with their peers to have lunch but with a teacher
  - Be spoken to by the head teacher
  - Parents will be informed to discuss the concerns and behaviour will be recorded.
  - Temporary exclusion of the child from the classroom
- The headteacher and class teacher will then meet with parents to set up a daily positive behaviour policy. The SENCO will be informed at this point.
- Temporary exclusion from the school at certain times.
- Temporary or permanent exclusion from school.

If behaviour continues to be inappropriate it is apparent that there are significant Emotional and Behavioural issues. The child will be referred by the SENCO to the Educational Psychologist, Pupil Referral Unit and the school doctor to provide support. The record sheets and Behaviour diaries will provide evidence should exclusion proceedings be implemented.

