



Crockerne C of E Primary School



Name of Policy:	Positive Behaviour
Committee:	Curriculum, Standards and Staffing
Date Ratified:	April 17
Next Review:	April 18
Chair of Governors Signature:	
Headteacher Signature:	

Positive Behaviour Policy

Aims

- To foster a calm, purposeful, safe and happy environment
- To ensure that boundaries of acceptable behaviour are clear to all
- To raise children's awareness of forms of appropriate behaviour
- To promote a consistent approach to behaviour throughout the school
- To encourage self-esteem and mutual respect, where all achievements are acknowledged and valued
- To encourage mutual co-operation
- To promote increasing independence and self-discipline whereby each child accepts responsibility for his / her behaviour

Audience

This policy is intended for all members of the school community.

Expectations

Pupils should-

- treat others with respect and co-operate with other children and adults
- be able to work to the best of their abilities and allow others to do the same
- treat the property of the school and other people with respect and show care for the school's indoor and outdoor environment
- be on task in the classroom with a clear understanding of their targets, learning objectives and success criteria
- understand the expectations of a high standard of behaviour in different situations in the school environments
- comply with the school's expectations regarding dress, jewellery, speech and attitudes as outlined in the school prospectus

Adults -

- must LISTEN to all children
- make no assumptions about courses of a child's behaviour
- must collect all the facts about the incident
- consistently apply the process of reporting unacceptable behaviour
- consistently apply the anti bullying policy
- ensure activities meet the needs of the individual
- consider the implications for pupil behaviour when grouping
- act as exemplary role models in dress, speech and attitudes

Golden Rules/Whole School Contract

At Crockerne Church of England Primary School our children agree a whole school and a class full value behaviour contract to encourage positive behaviours which will help our school be a happy and safe place to learn. At the start of each academic

year these fundamental ideas are shared with the children and appropriate examples to exemplify these are discussed and shared.

- Do be polite and helpful;
- Do be kind and gentle;
- Do be hard working
- Do be attentive and listen
- Do be careful with property
- Do be honest
- Do be safe

The wording will change from class to class but the values are similar and age appropriate.

Strategies/Rewards

A range of strategies are used at Crockerne to foster a positive working environment including :

- Our 'Learning Gems' to support positive learning behaviours and are rewarded by staff in an age appropriate manner.
- Discussions in class focusing on self-awareness, managing feelings, motivation, empathy and social skills – part of our PSHE programme
- Children should receive positive feedback about good work and behaviour
- Children should be encouraged to express their feelings, resolve conflicts and make the right choices about their behaviour
- Parents should receive feedback concerning good and bad behaviour
- Learning Mentor working with and alongside vulnerable / challenging pupils
- Reward time can be earned and used on a Friday afternoon
- Teachers can use stickers and certificates to award during the week for particular achievements.
- A consistent attitude and approach will be rewarded in a variety of appropriate ways.
- Other certificates, e.g. sporting, will be awarded during the year.
- End of year attendance certificate.
- Rewards from the Headteacher
- At a termly learning celebration assembly, classes will have opportunities to share and celebrate learning in front of the school community.
- Monday collective worship is recognition effort and positive behaviour
- Gem reward points to be earned and rewarded in Mondays collective worship.
- Year 2 award a small prize for every 20 class points

Other positive and proactive classroom strategies to improve behaviour and develop social and emotional skills can be found in Appendix 1.

Appendix 2 suggests ways that the school and home can continue to foster a positive relationship for the children.

Consequences

A culture of positive praise is used in order to support children in behaving well, so they can be self-disciplined and be responsible members of the school community. There are however occasions where rewards are failing and consequences may be imposed. For pupils who are disrupting the work of the class, are rude, disobedient

or refuse to follow instructions then a range of classroom strategies may be employed:

1. Reminder of rule/expectation;
2. Verbal warning;
3. Move within classroom;
4. Time off playtime (can be earned back, if behaviour or work output improves)
5. Time out in another class within the phase for a timed period;
6. Persistent disruptive behaviours:
 - KS Leader
 - Co-Headteacher

ALL CLASSES USE THIS AS A BASIS BUT ROUTINES MAY DIFFER FOR CLASS MANAGEMENT AS THE TEACHERS KNOW THEIR INDIVIDUAL CHILDREN

Time Out

In Key Stage 2, have one classroom, given over to finishing work or as a space for pupils to reflect on poor behaviour. This area will be constantly supervised by a teacher during lunchtime that will be available to help children finish work that they should have completed in the morning session. It will also deprive those children who have behaved persistently or extremely badly of a segment of their lunchtime. This will be done on a rota. This can have a big advantage in giving a child who has behaved badly being separated from the teacher who has already had to deal with them, allowing the pupil time to calm down and possibly reflect on any negative behaviour.

Class teachers will share with their classes the rules and expectations for behaviour and consequences that will be in place in their classroom. These discussions will take place at the beginning of the year, and reinforced as necessary.

Some children require individualised behaviour management plans, and additional support with their behaviour, through working with the learning mentor; these will be discussed with the class teacher, child, SENCo and parents.

Where extreme levels of disruptive behaviours are displayed, fixed-term exclusions may be directed. Parents will be informed, through a telephone call and a formal letter, stating the period of exclusion, reasons behind this decision and date and time of a re-integration meeting.

When necessary the school may decide to call on the support of outside agencies, where a different professionals will work together to support the child.

On a Friday the Co Headteacher or Assistant Headteacher will supervise any children in timeout.

STAFF STRATEGIES
POSITIVE AND PROACTIVE CLASSROOM STRATEGIES TO IMPROVE
BEHAVIOUR AND DEVELOP SOCIAL AND EMOTIONAL SKILLS

- Set up a positive atmosphere from the start- recount the good points of the last lesson/session-talk up the class

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- Be explicit about what you want pupils to do before starting each classroom activity. Explain what is required from the pupils in terms of their behaviour and social interaction. This can take the form of a learning outcome. Check for understanding by questioning pupils about your instructions and give them opportunities to practise. Then regularly refer to the original instruction/LO.

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- Use verbal reinforcement - 'catch them being good.' Provide a commentary on what is going well and be specific about how pupils are meeting behavioural and social expectations

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- Verbal reinforcement is intended to not just have a direct and positive effect on the target pupil, but also on all others who can hear the dialogue. For example:

'Well done, Luke, you have put your things away.'

'Thanks, Katie, you're looking at me and listening.'

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- For non-disruptive, quiet, off-task behaviour try 'the look' or standing close to the student, or use 'sign language' to redirect back to work

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- If you need to correct or warn about behaviour, be 'matter of fact'-calm and firm telling the pupils exactly what you want them to do with a quick thanks and then turn your attention to your teaching

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- Give 'take up time'-presume that they will comply

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- Don't get caught up in 'secondary behaviours'- keep the focus on the first behaviour you are trying to correct

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- If disruptive behaviour continues after a warning or two, speak one to one with the pupil, having removed the audience-make it very clear what it is you want them to do (or not do) and what will happen if they choose to continue misbehaving-remind them of a time when they did succeed

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- Follow through with any consequences you have warned about-remain calm and respectful

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- Nursery – use of sand timer: staff model and encourage children to become independent in using the sand timer if they want to have an object e.g., car/scooter etc.: that someone else has. They tell the child they have put sand timer on and it is their turn next when the sand runs out. Child then has to listen and finish with the object when the sand has run through.

Appendix 2

10 ways that parents can help

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are in school or on an outing.
4. Help your child be on time and to remember everything they need for school.
5. Check for and read Soundbites, other letters, e-mails and the school website, so that you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child ...but bear in mind he/she may not give you the full story and may use emotive language ("he just beat me up").
8. Encourage your child to develop strategies to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Home and school need to work together to give children high standards and to let them know what is expected of them.