



Positive Behaviour Policy

Guiding Principles

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. The school Positive Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Aims

At Kingstone and Thruxton Primary School, we:

- Promote a high standard of behaviour
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, enabling children to develop:
 - A sense of self-discipline and responsibility for their own actions
 - A sense of identity, achievement and self-worth
 - Empathy for other children's feelings
 - The impact of poor behaviour choices on the school community
 - An awareness of and a desire to care for their environment

Our aims, we believe, are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- A pleasant school atmosphere is created which is consistent and caring and in which pupils are able to reach their full potential
- The choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Rewards and sanctions are applied consistently and sensibly to encourage and promote good behaviour
- There is a shared understanding between pupils, parents and carers, staff and governors about the systems in place and the philosophy behind them

Strategies

Kingstone and Thruxton Primary School adopts a **positive** behaviour management policy which means that the primary focus is to celebrate, reward and encourage good behaviour. We believe that the most effective strategy for developing a positive school ethos is positive reinforcement; children respond to praise and incentives much more readily than to threats and punishment.

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour
- Special mentions in assembly
- Good Choice stamps
- 'Star of the Week' certificates, presented in Friday's Celebration Assembly
- Positive messages home, including 'Good News' postcards
- Rewards such as stickers and table points

All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour. Our aim is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. To this end all staff will strive to show care and compassion towards each other, adults and children alike, as well as enforce the rules firmly and fairly.

Rewards are designed to celebrate success and set a positive example. The detail of the reward given will depend on the individual children in a particular group or class, usually in consultation with them, so that they are meaningful and provide a real incentive.

Classroom rewards are decided by individual teachers but will generally include:

- Verbal praise
- Class applause
- Stickers in books or on clothes
- Notes home
- Table points
- Class Star of the Day
- Star of the Week certificate (to be presented in weekly Celebration Assembly)

Whole school reward systems include:

- Verbal Praise
- Individual class rewards (e.g. Dojo Points, marble jar)
- Recognition Boards
- Good Choice Gordon Points
- Head's Star Work Board
- Writers' Tea Party
- Stars of the Week
- Phone calls / texts / emails home
- Head's Postcard home
- Work shown to other adults
- Golden Table at lunch

Good Choice Points are earned by individual children for positive work and behaviour, based on the colours of the rainbow. When the children have earned 50 Good Choice Points on their card, they move up onto the next colour on the Whole School Rainbow and are awarded a certificate in Friday's Celebration Assembly. Children receiving Yellow, Indigo and Violet certificates are also awarded a bronze, silver and gold badge respectively.

Good Choice Gordon spends a week with a class each week. Classes earn 'Good Choice Gordon Stars' by making brilliant choices when moving around the school, coming into assemblies, representing the school etc.

To assist children in maintaining expected standards of behaviour, all staff should be actively involved in managing 'transition' times.

- 'Stilling' should be used at morning and afternoon registration to signal that lesson time is starting. Quiet, calming music should be played for a few minutes and children and adults adopt a silent, still sitting position.
- Whole class movement around the school (e.g. to go to the hall for lunch or to move outside for P.E.) should be closely supervised by all staff. Pupils should line up quietly inside their classroom and be escorted to their next venue by classroom staff

- When a class is being ‘handed over’, e.g. at lunchtimes or going into assembly, it is the responsibility of classroom staff to ensure that all pupils are settled and quiet before leaving.
- At the end of break time and lunch time play, staff on duty outside will blow a whistle for pupils to clear away any equipment and calmly walk back to their classrooms. Staff will be ready to greet their class as they return to lessons
- All staff should ensure that procedures such as Fire Drills are performed calmly and silently.

When children choose not to follow the rules, all members of staff are expected to deal with them in a calm and consistent manner using a restorative approach. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on the child.

Where behaviour is causing concern, the class teacher will work alongside the Head of Primary, Inclusion TA, SENCo and Learning Mentor to agree an appropriate individual behaviour strategy involving all the staff working with that child. Parents will be kept well informed of their child’s behaviour, especially where an Individual Behaviour Plan (IBP) has been drawn up. Outside agencies will become involved as appropriate.

In extreme cases, a learner’s bad behaviour, or failure to respond to school support, may result in a child being excluded from school. The decision to apply this final sanction is not taken lightly. Every effort will be made to reinforce positive choices for the child; school staff are wholly committed to inclusion.

Values

The school has chosen and adopted 22 values which are principles that act as guides to behaviour and create a positive, successful and happy school. Through an understanding of the 22 values, pupils are expected to take greater responsibility for their own behaviour.

The 22 values are covered over a two year cycle. Each month the whole school focusses on a specific value which is promoted as ‘Value of the Month’. This value should be introduced to the children and actively explored and explained through a values lesson in class, which might encompass a ‘circle time’ or ‘P4C’ session. The value of the month provides a focus for assemblies during that month and is also shared with parents through the weekly newsletter. All classes should include a visual display focussing on the whole school values and reminding children of the value of the month. Staff should ensure that they refer to the school values in discussions about behaviour expectations with pupils.

Month	Year A	Year B
September	Hope	Co-operation
October	Thoughtfulness	Responsibility
November	Freedom	Respect
December	Peace	Appreciation
January	Happiness	Perseverance
February	Simplicity	Kindness
March	Love	Caring
April	Unity	Tolerance
May	Honesty	Trust
June	Understanding	Friendship
July	Courage	Patience

Behaviour Stages

Behaviours	Consequences
<p><u>Model Behaviour</u> Good manners Trying and working hard Good presentation Displaying the school's values Respecting others Modelling good behaviour for learning</p>	Good Choice Points Stickers Good behaviour reward (class based) Verbal praise Sent to Head or Deputy Postcard home Golden Playtime Phone call to parents
Behaviours	Consequences – Teacher / TA Level
<p><u>Low level classroom disruption</u> Calling out Poor work Chatting Persistent fiddling Unkindness to others Bad manners</p>	Verbal warning – Moved to another table Work on your own
Behaviours	Consequences – Teacher / TA Level
<p><u>Medium level classroom disruption</u> Continual disruption of any of the above behaviours Refusing to follow and adults' instructions Deliberately trying to provoke a reaction</p>	Three (KS1) Five (KS2) minutes of calm thinking time within the classroom.
Behaviours	Consequences – Teacher / TA Level
<p><u>Disturbing the whole class</u> Misuse of equipment Refusal to follow instructions Physical/verbal abuse of other children Complete disregard for class rules Swearing Persistent disruption of learning</p>	Removal from class, for proportionate length of time, under supervision of adult, to an appropriate place. Work to be completed during this time. Parents informed. Support plan may be put in place, in conjunction with Mrs Hanson.
Behaviours	Consequences – Senior Level
<p><u>Unacceptable behaviour</u> Extreme or persistent physical or verbal abuse to adult or child Continual refusal to follow instructions Bullying Racial abuse Stealing Dangerous behaviour</p>	Proportionate isolation from class organised by classteacher, in agreement with Mrs Vigus, Mrs Pascoe or Miss Bilbrough. Parents to be informed by Mrs Vigus or Mrs Pascoe Removal of privileges Possible exclusion Action plan discussed in conjunction with Mrs Hanson and SLT.

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