



## Positive Behaviour Policy

**Date reviewed by Governors: October 2018**

**Date of next review: October 2019**

**At Handcross Primary School, every child is special.**

### Aims for Handcross Primary School (September 2018)

- To provide a safe, happy and stimulating environment where all children are valued, respected, listened to and have a sense of belonging.
- To create a trusting atmosphere where children develop confidence, independence and a positive attitude to learning and life.
- To have high expectations which inspire, motivate and challenge **every** child to learn and think independently.
- To develop excellent relationships between home, school and other agencies to support and benefit the children and the whole school community.
- To plan creative, exciting, well- resourced and memorable lessons, based on our knowledge of *how* children learn.
- To accurately assess pupils so that the teaching is differentiated and interventions have a direct *impact on the children's learning*.
- To provide children with the skills to talk about progress towards their targets and for their achievements to be celebrated.
- To prepare children socially, emotionally and educationally to become well rounded members of society, who can make a positive contribution to life in modern Britain.

This policy underpins our policies on Safeguarding and Child Protection, Equality and Anti-bullying and should be read in association with it.

#### **A. Our Golden Rules**

**To keep us safe, happy and aiming high we will:**

Do as the adults ask  
Work hard and let others work  
Good sitting, looking, listening and thinking  
No rude or hurtful words or body language  
Keep hands, feet and objects to yourself  
Look after things  
Tell the truth  
Include everyone and share.  
Be polite and kind

#### **B. Golden Rules in the Classroom**

At the beginning of each year, Teachers discuss the Golden Rules with their individual classes. Children discuss and agree what these might mean within the classroom environment. The children and teacher discuss consequences and sanctions for breaking these rules.

#### **C. Personal, Social, Health Education (PSHE) and Circle Times**

During PSHE and Circle Time the children are encouraged to:

- Discuss their relationships with others
- Talk about and understand emotions in order to learn how to make good choices about their behaviour; understand rationale behind our Golden Rules
- Discuss the thoughts and feelings of other children and adults

- Recognise ways in which they need to behave in school to maintain a safe, working atmosphere for learning
- Build up self esteem
- Cooperate with others
- Learn about good listening and good learning
- Learn how to be polite to one another, and to other people

#### **D. Rewards**

- Spelling certificates/wrist bands are given to those children who perform the best in Spellodrome homework; Spellodrome Super League if a child is in top 3 x3 times.
- Certificates for learning groups of tables – 2s, 5s, 10s / 3s, 4s, 8s / 6s, 7s / 9s, 11s, 12s.
- Gold tables certificates for knowing all tables, jumbled up and with 5 second recall;
- Platinum for knowing all related division facts with five second recall;
- Kindness tree leaves for acts of kindness shown to peers (or adults);
- Certificates for reading 5 times per week for 6 weeks at home plus book awarded with book plate inside for Juniors.
- Super Steve weekly Keep Fit Award for junior and infant child making the most effort in Keep Fit
- Golden Leaves in recognition of VERY special learning achievement.
- TAs give stickers at playtimes to encourage good behaviour.
- Treat from the treat box.
- Writing awards for special effort / achievement, including a star writer certificate and pencil
- House points are awarded for good behaviour or achievement/ sporting skills. Winning house receives half term award.

**See Appendix for additional positive behaviour rewards.**

#### **E. Procedures for dealing with poor or inappropriate behaviour**

Through example, powerful stories and discussion we actively promote the moral development of the children. We try to work with the children in a friendly, positive and encouraging way. Children need approval and we praise and reward good behaviour whenever we can. However, when a child misbehaves, there are measures to deal with it, of which the children are aware.

There are various procedures for dealing with poor behaviour:

- If a child misbehaves by breaking a Golden Rule, she / he is verbally warned (except in the case of a serious incident in which case the Headteacher becomes involved immediately).
- If the child breaks the rule again, her/his name is written on the board.
- If the child breaks the rule again, they will miss some or all of their break time or be required to move within or to a safe space outside the classroom to prevent their behaviour disrupting others. Parents will be informed at this stage.
- If the child continues to misbehave s/he is sent to the Headteacher (or senior teacher) who keeps a record of incidents of poor behaviour.
- On the first or second occasion in any term that a child is sent to the Headteacher the parents are informed. This maybe a quick message or a meeting may be arranged. The meeting with parents gives staff and parents the opportunity to develop strategies to help the child overcome the problem. This may involve an individual Behaviour Log (ABC log) being kept for a limited time for the child, or a behaviour plan with accompanying rewards/sanctions.

- Sanctions may include children missing playtime(s), writing a letter of apology or other appropriate reparations.
- If the child has significant social and emotional problems, the Learning Mentor will become involved and provide an appropriate half term course to address the behaviour targets that have been identified.
- If the poor behaviour persists the Local Authority Learning and Behaviour Advisory Team will be consulted in order to provide advice and devise a programme of improvement.
- If the poor behaviour continues despite the intervention and involves significant incidents e.g. hurting physically another child, the offender may be issued with a fixed term exclusion.
- In very severe cases of poor behaviour a child may be permanently excluded. This only happens in rare instances, when all other approaches have been exhausted.

#### **F. Bullying**

There are many forms of bullying, including physical, cyberbullying, verbal (name calling etc.) and nonverbal (e.g. taking belongings, nasty looks and stares). An individual or a group may carry out the bullying. We do not accept any form of bullying.

We encourage children to tell us if they feel they are being bullied. Staff are aware that bullying can take place and may go unreported. We ask parents to inform the school if they suspect their child is being bullied. **All** allegations of bullying are thoroughly investigated and acted upon. Parents will be notified if their child bullies another child or is bullied by another child. (Please see Anti-Bullying Policy for more detail.)

Every year, we have an Anti-Bullying week to ensure that the children know what bullying is (and isn't) and what to do about it. Every child in the school has what the children have called a 'Worry Warden'. This is an adult within the school that the children have chosen because s/he is someone with whom they feel they can share their worries. They meet regularly to ensure that contact is maintained. Classrooms also have a worry box where children can record worries anonymously if they wish.

#### **G. Off-Site Visits**

The Positive Behaviour Policy will be applied on off-site visits.

#### **H. The Use of Force to Control or Restrain Pupils**

Staff should only use physical restraint as a last resort, in extreme circumstances and the force used must always be the minimum necessary in the circumstances. (See Use of Force to Control or Restrain Pupils Policy.)

There are staff who are specifically trained in Positive touch, such as Team Teach.

#### **I. Search**

If the need arises children are asked to empty the contents of their bags, lockers and pockets.

For children with SEND who have a condition which will affect their ability to behave in line with our Positive Behaviour Policy, we make adaptations. These are made within the spirit of the Positive Behaviour Policy and we implement best endeavours to ensure that, with appropriate support, we enable the child with SEND to participate in the life of the school. An individual support plan and a risk assessment/ behaviour plan will be drawn up as necessary. If the poor behaviour continually disrupts the workings of the school and therefore the safety of other children and staff, the child may have to be

permanently excluded but this will only be the case when every avenue has been explored including support from the Local Authority.

We hold an annual talk for parents on how to keep your child safe on the internet. The children are also taught about how to keep themselves safe on the internet in IT lessons. This enables positive and safe online behaviour at home and at school.

The Positive Behaviour Policy is reviewed each year to ensure it is proving effective. The Positive Behaviour Policy is followed by the whole school, applied by ALL staff, supported by parents, staff and children, and is based on a sense of community and shared values. We will strive to ensure that the policy is applied fairly and consistently. It is only by working together and following the agreed policy that it will work in practice.

Sharon Bondonno – October 2018

## Appendix

### Examples of additional reward systems operating in some classrooms to encourage good behaviour and in keeping our Golden rules:

- Stickers are given out regularly for good work and good behaviour.
- **Chance Cards** These are given out for good work or behaviour. Child's name is written on the card. Once a fortnight the chance cards are added up and there is a prize for the child who received the most. There is also a prize for the child whose name is pulled out of the box by chance.
- Children *are* awarded stars or stickers for good listening, good work or good behaviour in class. When they have won an agreed number of credits, they are allowed to choose a little prize from the **Treat Box**.
- Learning and behaviour house points