



Positive Behaviour Policy



AIMS

To create a caring, safe and happy environment in which thinking and learning can take place and where positive relationships can flourish. We aim to work cooperatively with parents to enable children to develop

- A sense of identity, achievement and self-worth
- An empathy for the feelings of others
- An awareness of and a desire to care for the environment
- An understanding of their responsibility for their own actions
- Self-discipline

OBJECTIVES

We will achieve these aims by teaching and encouraging the children to respect the Golden Rules. These will be applied across all school situations – in all classes, at break and lunchtimes, and in all offsite events.

The Golden Rules

- ◆ We are gentle and we don't hurt others
- ◆ We are kind and helpful and we don't hurt anybody's feelings
- ◆ We play cooperatively and we don't spoil each other's games
- ◆ We are honest and we don't hide the truth
- ◆ We work hard and we don't waste time
- ◆ We listen to others and we don't interrupt
- ◆ We follow adult instructions and we don't argue
- ◆ We look after property and we don't waste or damage things

The Golden Rules will be introduced to the class at the beginning of the school year and will be displayed prominently in the classroom. Teaching staff will regularly review these with the children and refer to them when celebrating positive behaviour.

Staff Responsibilities

- * To look for, encourage and reward good behaviour
- * To treat all children fairly and with respect
- * To raise children's self esteem
- * To develop children's full potential by recognising and celebrating how each child has individual strengths and preferences
- * To create a school environment that actively develops the awe and wonder of learning
- * To be excellent role models
- * To establish a strong home- school relationship, so that each child can know that the key adults in their lives share a common interest in their well-being and success
- * To use rewards and sanctions clearly and consistently, within a supportive atmosphere

Parents' Responsibilities

- ⇒ To be aware of all school rules and expectations
- ⇒ To support the school in the implementation of this policy
- ⇒ To encourage high standards of behaviour in partnership with the school
- ⇒ To show an interest in all that their child does at school
- ⇒ To value personal, social and academic achievements equally

Children's Responsibilities

- To be proud to be a valued and active member of the Dallington community
- To maintain the highest standards of behaviour, both in and out of school
- To learn to make independent choices and to take responsibility for these
- To avoid blaming others for any mistakes
- To learn from their own mistakes

PSHE and Conflict Resolution

Whilst we are committed to reinforcing and rewarding positive behaviour and our PSHE curriculum is designed to help children learn how to interact with others in a positive way, we also teach the children to develop conflict resolution skills.

Challenging expectations and conflicts between children, or between children and adults, are a natural part of growing up and it is important that every child develops the skills to safely and successfully manage such conflicts.

We encourage children to consider and discuss their feelings during PSHE or Circle Time sessions. In addition to this, we work hard to build a nurturing relationship with each child, so that they can approach any adult with confidence if they experience any kind of difficulty, discomfort or confusion, knowing that their voice will be heard.

REWARDING GOOD BEHAVIOUR

This policy ensures that good behaviour is consistently encouraged, identified and rewarded. Whenever a member of staff notices a child following the Golden Rules, this will be acknowledged and celebrated in a number of different ways.

Stickers and Pup Points – A range of reward stickers are available to Primary staff and reflect the different areas of achievement we encourage in the children. These include excellence of effort or attainment in specific subject areas, kindness, friendliness, good behaviour in the playground, in school or offsite and healthy eating. Stickers may be attached to a piece of the child's work or worn on the child's clothes. Each sticker equates to a pup point and adults will give the child a second sticker to put on their personal Pup Point Chart, which will be kept in the Pup Tin in the classroom.

Pup Point Awards – Bronze (100) / Silver (200) / Gold (300) / Headteacher (500) – These are earned through the accumulation of Pup Points throughout the year.

The Golden Ticket – Each week, every teaching team can award Golden Tickets to children who have followed the Golden Rules in an extraordinary way. Achievements may be as diverse as an outstanding piece of work, an act of great thoughtfulness to a classmate or overcoming a fear of water to jump into the pool for the first time. The tickets will be awarded every Friday in Assembly and a group photo will be taken for the website. The Golden Ticket allows the holder to be welcomed to the Golden Tea Party, which will be held at 3.10pm every Friday afternoon. This will be hosted by a member of staff on a rota basis and will be held in the FORA Café (tbc). Golden Biscuits and Golden Juice will be shared and the children's achievements will be celebrated. The Golden Group will attend with bags and coats and go directly to pickup.

The Reading Pupcake – Every Friday, each teaching team will award the group's Reading Pupcake to the child/ren who have demonstrated outstanding effort or progress in reading that week. The Pupcakes will be prepared on a Wednesday lunchtime @ Paula's Pupcake Club (by invitation)

Pupcard – To celebrate special achievement in the context of the Golden Rules, class teachers may complete and post home to parents a surprise Pupcard postcard.

SANCTIONING POOR BEHAVIOUR

Every member of staff will ensure that the Golden Rules are a dynamic framework to guide the children toward consistently positive behaviour, both in and out of the classroom. They will equally ensure that every child is aware of the consequences for misbehaviour of any kind and develop age appropriate understanding of these.

When responding to misbehaviour, staff will be guided by four principles

- ◆ To be fair
- ◆ To be consistent
- ◆ To ensure the child has the opportunity to make a fresh start after an incident is resolved or a new day begins.
- ◆ To monitor and record persistent misbehaviour and keep parents both informed and involved in behaviour management.

In the event of misbehaviour and ignoring the Golden Rules, the following sequence of consequences will apply

- ⇒ **Verbal warning.** The member of staff will remind the child of the Golden Rule being ignored and give the child the opportunity to amend their behaviour. The child will be encouraged, in an age appropriate way, to understand why their behaviour is unacceptable
- ⇒ **Second Verbal Warning.** If the behaviour is repeated in a short space of time, the child will be given a second warning. If the child responds positively and improves their behaviour for a period of time designated by the teacher as being appropriate, this will be acknowledged and celebrated.
- ⇒ **Time Out.** The child is removed from the activity by the member of staff and asked to reflect on their persistent misbehaviour. They will be warned that further persistence will result in more serious consequences
- ⇒ **Parents Informed and Further Sanction.** The teacher will then contact the parents and will enter the details into the class behaviour log on the server. The child will also suffer a consequence of the teacher's choosing, which may include in-class time out or writing a letter of apology.

PERSISTENT OR SERIOUS MISBEHAVIOUR

In the event of persistent misbehaviour, the class teacher will bring the child to the attention of the Head of Phase. In consultation with the parents, the teacher and the child, the behaviour will be discussed and a Behaviour Management Plan may be agreed, if deemed necessary. This will be age appropriate and may involve individual targets and a sticker chart for a younger child or a behaviour diary with specific targets for an older child. In both cases, the emphasis will be on encouraging positive behaviour and on involving the parents in ensuring that the child is working toward a meaningful reward when progress is made.

In the case of serious offences, the child will be brought to the Headteacher. The Headteacher will inform the parents and the child may be withdrawn from class, sent home for the remainder of the day or suspended from school for an appropriate period of time. The Headteacher will inform the parents in writing of the school's decision and will record the incident in the classbehaviour log on the server.

Serious offences may include

- Biting
- Swearing – by word or gesture
- Physical or verbal assault
- Deliberate damage to property
- Insulting another person's gender, religion, sexual orientation, appearance or by stereotyping
- Wilfully and persistently ignoring a member of staff
- Arguing with or challenging a member of staff
- Wilful endangerment of themselves or others
- Stealing
- Bullying

This policy will be available on the website. At the beginning of the school year, it will be issued to all parents (along with the relevant handbooks and the Internet Safety Agreement).

OUR GOLDEN RULES

We are gentle and
we don't hurt others



We are kind and helpful and we don't hurt anybody's feelings



We play cooperatively and we don't spoil each other's games



We are honest and
we don't hide the truth



We work hard and
we don't waste time



We listen to others and
we don't interrupt



We follow adult instructions and we don't argue



We look after property and we don't waste or damage things

WE ARE SAFE 😊 WE ARE KIND 😊 WE HAVE FUN 😊