



Sutton in Craven Community Primary School

Positive Behaviour Policy

Rationale

To provide a calm and friendly school environment in which effective learning can take place, allowing all pupils to realise their full potential personally, educationally and socially.

Aims

1. To encourage a healthy and positive attitude towards learning.
2. To reinforce and encourage good behaviour which has been agreed by children and staff and endorsed by parents in the Home School Agreement.
3. To discourage inappropriate behaviour by modelling good behaviour and respond appropriately, effectively and consistently.
4. To positively affect the behaviour of our pupils by promoting self-discipline.
5. To encourage respect, for people and property, throughout the school
6. To continue to develop good liaison within school and with parents.
7. To provide a framework within which both staff and pupils can develop self-esteem.
8. To encourage a positive relationship at all times
9. To deal with incidents of bullying, racial harassment and truancy as well as minor misbehaviour.
10. To enable pupils with particular behaviour problems to be identified and the most suitable action initiated.

Guidelines

- Whole school and classroom rules will be established in consultation with the children and shared with parents.
- Good behaviour will be taught and encouraged at every opportunity.
- Good behaviour will be recognised and rewarded in a variety of ways.
- RULES - PRAISE - IGNORE will be employed as an aid towards positive class management.
- Inappropriate behaviour will be addressed through clearly defined and agreed procedures.
- MSAs will be provided with training and support.
- Steps should be taken to teach and encourage safe play at breaks and at lunchtime.

The Inclusion Lead will be involved with children who are having problems with their behaviour. An Inclusion Passport meeting will take place termly to provide support and to evaluate progress. Outside agencies will be used as appropriate. Any pupils experiencing difficulty with their behaviour are identified early at the Children's notes section of every staff meeting. Appropriate provision is put in place and constantly monitored.



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Fair Rules

The five agreed 'Golden' rules are:

- We listen and show respect to everyone.
- We are honest.
- We are kind and helpful.
- We care for our environment.
- We do our best.

These five golden rules will be displayed throughout the school and in each teaching area on posters designed by the children and be reinforced by everyone.

Rewards

- Each class will have their own 'reward' system using marble/token for anything positive which has been achieved collectively by the class. Each class is rewarded with a treat when they have collected enough class tokens. The number of tokens required is the number of pupils multiplied by two. Essentially classes will achieve one class treat each half term. Appropriate activities include: videos, outdoor activities, team games, board games, Teddy Bear picnic and creative activities. We encourage the pupils not to bring high value items into school.
- Each pupil has their own individual reward stamp book where they collect stamps for great behaviour and learning. These stamps are given for exceptional learning, effort or behaviour. They are not given for behaviour that is accepted good behaviour eg good manners, holding the door open for others etc. Once the child has collected ten individual rewards, they will earn one class token. Fifty stickers/stamps will earn a child a bronze, a silver, then gold and finally privilege award. The privilege award children can choose a special treat for themselves and their class. These awards are celebrated in Friday's celebration assembly. Teachers ensure that each pupil achieves their bronze award around the end of the Autumn Term, their silver by the Spring term and their gold by the Summer Term. If a pupil earns a further 50 stamps and achieves their privilege award the pupil can choose an appropriate treat.
- Vulnerable children may have an individual positive behaviour reward system if appropriate. This will be decided in discussion with the Inclusion Manager and class teacher. It may also involve the pupil's parents.
- In Friday's celebration assembly class teachers award two Learning Hero certificates. Staff explain in assembly why they have chosen particular children. Occasionally pupils may nominate a pupil or teacher for a Learning Hero certificate at the discretion of the class teacher. Teaching staff are also chosen randomly to select four children for exceptional behaviour, attitude or learning for Top Table. These children sit on a special table at lunchtime for the next week and may choose a friend to sit with them.



Sutton in Craven Community Primary School

- For exceptional learning or commitment to the school the Head teacher will send home a special postcard informing parents/carers how impressed and proud the school is for their child's achievements.
- Rewards such as sweets, pencils etc are not encouraged because we aim for children to recognise their own achievements without material rewards. In certain circumstances it may be appropriate eg birthdays and golden time treats.
- Other rewards identified by the pupils at our school include thank yous from staff, smiles, well done's, stickers, extra playtime, going to show other teachers their work, showing their work to their siblings class.
- All classes operate a peg tier system to acknowledge good behaviour and learning and discourage inappropriate behaviour. Pupils may earn stamps by going up the peg system. Once a pupil has reached Gold, they receive a stamp and then they return to Green. If a pupil reaches Red they must go to Reflection Time. This takes place at lunchtime from 12.30 in the library and is staffed by a member of the Senior Leadership Team. They may be moved up from Red when their behaviour improves but must still go to Reflection Time. At the end of the morning session, pupils who are on the negative part of the tier system return to Green.
- There is a simplified version of the peg system for YR. They do not attend Reflection Time but must spend 2 minutes thinking about their behaviour as soon as they reach Red.

Sanctions

- We wish to be a friendly and safe school, which is seen by everyone to be a pleasant place in which to learn. People should not feel threatened. Everyone needs a happy, secure environment in which to thrive.
- We will not tolerate behaviour which prevents these things from happening. There will be consequences for bad behaviour. These consequences are here to encourage good behaviour and discourage poor.

Consequences for Inappropriate Behaviour

The children whose behaviour causes concern will be dealt with in a number of ways.

1	Verbal warning
2	Peg moved down
3	Peg moved down again
4	<p>Peg moved down again to denote 10 minutes Reflection Time.</p> <p>During this period staff will discuss with the child the reason they have been sent and offer them alternatives for their choice of behaviour.</p> <p>Staff record the names of the pupils attending Reflection Time on the board in the staffroom.</p> <p>If a pupil fails to attend, they lose 20 minutes of their next lunchtime.</p>



Sutton in Craven Community Primary School

Teachers may decide to not allow individual pupils to use the MUPA or tree house until their behaviour improves. This is at the discretion of the teacher and should be closely monitored by them to ensure the sanction is being adhered to by the pupil.

Persistent inappropriate behaviour which has necessitated the pupil attending three Reflection Time sessions in a half term will result in a letter being sent home to parents informing them their child's behaviour is causing concern. If inappropriate behaviour continues parents/carers are invited into school. On occasion a pupil may be sent to Reflection Time straight away for inappropriate behaviour, physical or verbal aggression towards other pupils or staff. The Deputy Head teacher or Inclusion Manager will also be informed of extreme behaviour that is either verbally or physically aggressive to staff and or pupils. The final sanction is exclusion, fixed or permanent.

Consequences for Inappropriate Behaviour at lunchtime/playtime

- Remind child what good behaviour is / verbal warning
- The pupil moves their peg down when they return to class
- Shadow teacher/MSA for 5 minutes to calm down
- Ask Restorative Practitioners to help them sort out their issue
- 10 minutes in Reflection Time
- MSA to inform teacher of incidents if they need further following up
- A child might benefit from attending Quiet Club at lunchtime

Next review Spring 2020