



Percy Main Primary School

Positive Behaviour Policy



Introduction

Schools are not the victims of bad behaviour; rather they are the managers of good behaviour. Whilst we recognise that society and home background are important influences on behaviour in school, we can make a difference to the way pupils learn and behave by working in partnership with parents, carers and the wider community. Good Behaviour does not happen automatically and should not be taken for granted.

Rationale

Children learn by example. If they are treated politely and with respect, they will treat others the same way. Our Positive Behaviour Policy permeates through every part of school life and informs the manner in which the pupils are treated. All staff, parents and visitors are expected to be good role models, showing respect for all members of the school community and to promote this through everything we do. Good manners and respect for each other are inherent in the life of the school.

We believe that everybody who attends our school have the following rights:

- The right to learn
- The right to be happy
- The right to be valued
- The right to be safe

Aims

- To provide a social climate in which pupils, staff and parents work positively together
- To encourage co-operation between all members of the school community
- To enhance and develop positive self-esteem

- To develop strategies to ensure that confrontation is kept to a minimum
- To promote a sense of responsibility in all members of the school community
- To promote a sense of fairness and respect when dealing with behaviour issues
- To develop a calm, safe, happy environment where children are able to learn and staff are able to teach effectively
- To reward children who follow the school rules
- To ensure children know their rights and responsibilities and understand the consequences of the choices they make

Objectives

- To form clear guidelines to which all members of staff can follow
- To form a clear code of practice that is shared with all members of the community

We are respectful communicators who:

- Are equally respectful to adults and children
- Are polite
- Concentrate on our tasks

We show resilience through:

- Coming to school every day
- Being on time
- Trying our best
- Never giving up

We show we care for ourselves, each other and the environment by:

- Helping each other
- Being successful
- Wearing our uniform with pride

- Respecting and caring for our school, our local community and the wider world

Our 'Golden Rules' are:

- We are always kind - we do not hurt each other.
- We always work hard - we never waste time.
- We listen to people - we do not interrupt or shout out.
- We are respectful - we value everybody and their possessions at our school.
- We are polite - we show good manners.
- We are honest - we always tell the truth.

Praise and Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. We have high expectations of pupil behaviour and positive behaviour is always acknowledged and praised. Staff look for every opportunity to praise good behaviour and good work as a means to maintaining a positive ethos in the classroom.

The children from each class (Nursery to Year Six) will be placed into a house (Lighthouse, Angels, Priory and Tyne Bridge). The children will be able to earn house points for hard work and good behaviour. Each class will have a chart per house to record points awarded to them. These will be reviewed at the end of each half term. The winning house will be announced in assembly and presented with a trophy. In addition, they will receive a reward as a treat for

their hard work. The overall winning house at the end of the year will receive a medal and certificate to document their achievement.

Percy Main University - Each pupil is invited to attend an activity on offer at Percy Main University during the final session of Friday afternoon. Across each half term PMU offers a choice of fun skills based activities which will help the children broaden their skills beyond their own classroom curriculum.

Early Years

The Foundation Stage is not included in PMU. They promote the School's Golden Rules to encourage good behaviour and acknowledge the same in an age appropriate manner. If necessary, children who are unable to behave appropriately are given "time out" - i.e. removed from an activity, sitting apart from the others for a period of time. Foundation Stage staff work very closely with parents/carers and outside agencies in dealing with children who may be experiencing difficulties.

The school encourages and acknowledges good behaviour/achievements with:

- Verbal and non-verbal praise (including peer praise)
- Stamps, stars, stickers, learner of the day, whole class awards e.g. marble in the jar, extra playtime etc. All rewards devised by class teachers must feed into the school reward system. Sweets must not be used as a reward as it is against our Healthy Schools Policy.
- Sending children to the Headteacher/Deputy Headteacher for good work/behaviour.
- Letters/postcards/phone calls home for good behaviour and work.
- Attendance at Percy Main University each week for individuals who keep to the 5 Golden Rules.
- Parent/teacher consultation.
- Any other reasonable reward suggested by individual classes.

Our restorative behaviour ethos

We encourage a restorative approach to undesirable behaviour through promoting values which separate the pupil from the behaviour. We seek to promote an atmosphere which celebrates success for all across all areas of school while also accepting that mistakes or a failure to achieve something can occur. We promote self-awareness through reflection, encouraging individuals to take accountability for their actions while supporting our pupils to find a way to repair any harm caused in any situation.

To support and guide our pupils each classroom has a team player display to reflect a stepped reward, warning and sanction process relating to their behaviour choices.

1st stage = I'm on the pitch and working hard on the team



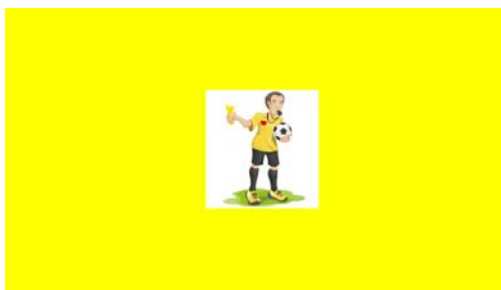
This is the starting point for each child at the beginning of every day; their name will be displayed on or around the pitch. If the child remains on the team throughout the day they are awarded a house point.

2nd stage = warning issued



The child's name is removed from the team pitch and placed on or around the referees warning whistle. A verbal warning will be issued which will include an explanation of why this action has been taken along with encouragement to correct the same. Displays of restorative behaviour will earn the child the chance to step back towards the pitch. Staff should encourage children to strive for this at all times through positive praise.

3rd stage = 2nd warning



Should a child continue to display unacceptable behaviour a 2nd verbal warning will be issued along with their name being moved to the yellow card. The class teacher will again clearly explain what behaviour has caused this action and will continue to encourage the child to correct the same, reminding them that restorative behaviour will earn a step back towards the pitch. Again staff should encourage children to strive for this at all times through positive praise.

Final warning = loss of 5 minutes of PMU time.



Each PMU leader will manage any loss of their groups' activity time through communication with class teachers and will keep a log of the same. This will be reported into the behaviour lead and monitored each half term.

To ensure consistency and clarity of understanding across our school community the following matrices outline our behaviour expectations and any rewards / sanctions used during the restorative approach process.

On the pitch rewards	1 st warning sanctions	2 nd warning sanctions	Final warning sanctions
<ul style="list-style-type: none"> • Receiving awards in assembly • Verbal praise • House points • Staff informed of good behaviour along with positive feedback • Marvellous Me message sent home • Teacher / class Tweet • Attendance at Percy Main University • On the pitch daily house points 	<ul style="list-style-type: none"> • Stand at the fence • Miss part of a playtime • Miss out on playing on the trim trail or with playground equipment • Time out inside / outside • Hold hand / stand next to an adult • Apologise • Warning / discuss behaviour • Move to work alone • Splitting peers • Write an apology letter • Sent onto playground if field or trim trail not used correctly • Work to be completed in a buddy class 	<ul style="list-style-type: none"> • Kept in after eating lunch (if they have misbehaved at the lunch table) • Equipment removed • Speak to parents informally • Meeting with parents • Lunchtime exclusion • Miss all playtimes • Going to work in older / younger groups • Behaviour plan agreed with class teacher • Write lines • Speak to teacher with child present • Send to deputy head to complete work 	<ul style="list-style-type: none"> • Send to the head • Parents meetings with appropriate staff • Exclusion • Inclusion/isolation • Referrals to support agencies

On the pitch behaviours	Warning behaviours	2 ND warning behaviours	Final warning behaviours
<ul style="list-style-type: none"> • Setting a good example • Positive attitude • Trying hard not giving up • Being helpful • Returning homework • Returning home readers • Showing respect • Sustaining attention • Being focused • Being polite and cooperative • Listening to all staff and adults • Settling down to work and starting tasks promptly • Showing consideration to adults and peers • Following instructions on request • Correcting work when asked including self correction • Taking turns and sharing • Using equipment appropriately • Resisting distractions • Being punctual • Good table manners and lunchtime conduct 	<ul style="list-style-type: none"> • Interrupting children • Interrupting staff / adults • Not following the Golden Rules • Not responding to instructions / warnings / requests • Using equipment inappropriately at all times including class time / playtime and lunchtime • Being uncooperative / sulking • Not following instructions appropriately • Avoiding work / wasting time • Refusal to correct work • Disrupting / ruining a game or group activity • Being easily distracted • Name calling • Distracting others or hindering their progress. 	<ul style="list-style-type: none"> • Totally distracting or hindering others • Vandalism • Fighting • Verbal abuse • Physical abuse • Lying • Rude or argumentative to staff / adults • Leaving the classroom without permission • Threatening behaviour • Swearing at peers / staff • Damaging equipment on purpose • Totally distracting or hindering others • Disrupting lunchtimes by not using cutlery appropriately • Disrupting lunchtimes by acting inappropriately including throwing food • Climbing on fences / picnic tables 	<ul style="list-style-type: none"> • Running out of school • Racial abuse • Serious bullying • Stealing • Physical abuse to adults • Dangerous refusal to follow instructions

All warning behaviours will be logged by class teachers and monitored by the behaviour lead on a half termly basis.

In implementing the above strategies we strive to use a calm, positive, fair approach where children are rewarded and acknowledged for good behaviour whilst knowing the consequences of their actions if they break the 'Golden Rules'.

Date agreed by staff: November 2017

Date agreed by Governing Body: November 2017

Last review date: September / October 2017

Next review date: September 2018 (or before if required)

Person currently responsible for area: Miss Lisa Duffy