



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.

Percy Main School believes that our job is to help students manage their own behaviour, we do this by forming effective and positive relationships with all students in the school.

Percy Main School's aim is to teach its students, through enhanced self-esteem and self-responsibility. That is to allow and expect all students to manage their own behaviour. This is done by creating an environment where personal and social development is not only paramount but all pervasive.

We use every means available to encourage self-esteem through the quality of the physical environment and curriculum as well as through the quality of the simple daily interactions between adults and students and the constant highlighting of appropriate behaviour, positive actions and achievements.

We use many ways and means to achieve the overall aims:

- Primarily we set out to make firm, positive relationships with the students of the school.
- A major part of our policy is to work, through discussions with parents on our approach to behaviour management. When specific, undesirable behaviour e.g. bad language, is becoming particularly problematic for the school, the school will use specific, appropriate and collective action in partnership with parents to improve this.
- Parents will be consulted on a regular basis.
- The principles of the personal and social development strand in school will be implemented by all staff including at breaks and lunch times.
- In Percy Main School all adults will be role models for our students and will demonstrate behaviour and attitudes which will not exacerbate the emotional and behavioural problems of the students.

- In Percy Main School the resolution of conflict is deemed essential. All conflict will be sensitively and thoroughly dealt with so that all parties feel they have been heard and the matter will be mutually laid to rest.
- There will be a high collaboration amongst all staff at all times so that a united approach to problematic behaviour can be achieved.
- The school will operate in a flexible way so that the individual needs of the child can be paramount.
- Behaviour will be recorded regularly and when necessary so that the patterns and progress can be monitored and discussed with parents and professionals.
- In Percy Main we only use positive handling as a last resort, however when this is required it is undertaken with the child's best interest at heart

A student will only be held for one of the following reasons:

- When a child is endangering their own safety
- When a child is putting another student at risk
- When a child is trying to damage school property.

We want the best for our students and therefore every measure will be taken to prevent behaviour, which would be detrimental to their progress and the progress of others. However, when the school is working with the self-concept, the notion of punishment and rewards is a difficult area.

Straightforward, gross misdemeanour is simply dealt with and can involve a range of strategies e.g. informing parents, short term exclusion to allow a 'cooling off' period, in severe cases other appropriate, official action may be taken. In Percy Main School we believe that the behaviour of the student is a symptom of problems and rather than treat the symptom we should treat the cause of the problem with understanding and sympathy. In Percy Main School our Positive behaviour Policy relies on a sound pastoral system involving personal relationships and flexible, appropriate, individual responses to behaviour.

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.

Early Years

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 for good work/behaviour.
- Letters/postcards/phone calls home for good behaviour and work.
- 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.

We use the Trackit light system to record behaviour. Children are fully involved in the process of devising the Green and Amber behaviours and sanctions.

SLT track the behaviours monthly to analyse patterns and triggers.