



## Positive Behaviour Policy



# Positive Behaviour Policy

At Thrybergh Primary, we place a great emphasis on the need to encourage good behaviour, the promotion of self-discipline and a proper respect for one another.

The main aims of our school are important in the promotion of good behaviour because we place great emphasis on the individual development of each child.

## **The aims of the positive behaviour policy are:-**

- To value and appreciate each other and to acknowledge that everyone has a part to play within our school community
- To develop self-discipline, the ability to learn independently and to work co-operatively
- To listen with respect to one another and be conscious never to undermine another's self-esteem and confidence
- To foster a caring attitude for our school environment and personal belongings.

It is important that our children and parents are aware of the procedures followed in school to achieve positive behaviour. We strongly believe in working in partnership with parents and expect all parents to be supportive of our behaviour policy and to encourage good behaviour in school.

## **Rules**

It is essential for ALL adults in school to set and expect a high standard of behaviour. We must therefore be consistent in our approach towards positive behaviour. At the start of each academic year, children work with adults to draw up a list of no more than 4 classroom rules which they must agree to follow.

The 4 rules are based upon the following principles:

1. To always listen to and follow instructions
2. To always use kind hands, feet and words
3. To always show respect to other people and property
4. To always try our very best.

By allowing children to take ownership of their class rules, they are empowered to take on responsibility for their own behaviour. These rules are always displayed in a prominent place within the classroom.

## **Rewards**

Positive behaviour is always acknowledged through praise and rewards.

A sense of positive behaviour and good order in our school comes through an atmosphere in which children are encouraged to respect themselves and others. This is developed through a range of awards given for good behaviour including stickers, texts to parents, class rewards, Value Beads and Celebration Assemblies.

We always display a list of rewards next to the rules, in a prominent place within the classroom.



## Consequences

Displayed alongside the rules and rewards is a list of graduated consequences, which are:-

1. 'Formal' warning
2. Age appropriate 'Thinking Time' seated away from other children. (1-5mins)
3. Work in partner class (again for an age appropriate length of time).
4. Loss of playtime (any missed work to be caught up)
5. Red Card – Inform Mrs Harrison, Miss Cross or Mrs Bull.

Should behaviour deemed to be extreme, then children can go straight to consequence 5

All 'consequences' must be logged. This will inform SLT of any ongoing issues.

The 'ABC' behaviour log must be completed for children reaching stages 2-5 of the consequences. This can be completed by a Teaching Assistant at a convenient time that does not detract from the teaching and learning.

Small incidents of inappropriate behaviour are addressed when and where they happen by all adults in school.

Should Mrs Harrison, Miss Cross or Mrs Bull be informed of negative behaviour, then a professional decision will be made as to how to further proceed. This will usually always involve contacting parents.

## Wider Issues

There may be a problem at the children's home or in school or some other reason for negative behaviour so it is essential that school are aware of such problems. We encourage parents and children to discuss any issues as soon as they occur so that they can be dealt with promptly. Occasionally, our school may find itself with a child that exhibits challenging behaviour and it may be felt that additional help should be sought from outside agencies. In such cases and with parental consent, the child may be referred to the Rotherham MAST, Educational Psychology Service, Education Welfare Officer or the Speech and Language Team.

The role of the Learning Mentors is very important at our school, in supporting children who may exhibit inappropriate behaviour. As part of their role they spend time with children boosting self-esteem, talking with them to help unearth any underlying problems, as well as providing the child with a number of 'better choices'. In addition, our mentors will help children develop friendships by encouraging them to respect and value their peers. In addition, the school also employs 2 counsellors who are able to support children with any underlying issues.

If a child shows challenging behaviour at lunchtime, the Head of School or Assistant Head Teacher will contact parents who will be advised that if such behaviour continues, arrangements must be made for the child to go home at lunch. The school employs 5 School Meals Supervisory Assistants who are on duty throughout the lunchtime period. They record all accidents and report any serious incidents to the Head of School and/or class teacher.

In extreme circumstances, fixed term or permanent exclusion of a child will be considered if all other steps have failed. This decision would be taken in consultation with the Executive Head Teacher and the Local Authority.