



# *Sharneyford Primary School*

## *Positive Behaviour Policy*

*Date Reviewed* \_\_\_\_\_

*Signature* \_\_\_\_\_

*(Chair of Governors)*

## *SHARNEYFORD PRIMARY SCHOOL*

### *Positive Behaviour Policy*

*At Sharneyford Primary School, the highest standards of behaviour are encouraged and achieved. We expect our older pupils to lead by example. Enforcing this behaviour policy will be brought about by the commitment of all staff, pupils, governors and parents who work together to embed high standards into school life.*

#### *Purpose of the Policy*

*To develop the best patterns of behaviour which contribute to effective learning in the classroom and around school, to encourage a harmonious atmosphere in the school and respect for self, others and property. At all times on school trips, high standards of behaviour are expected from pupils.*

#### *Aims of the Policy*

- *To encourage a calm, purposeful and happy atmosphere within school;*
- *To foster positive, caring attitudes towards everyone where achievements at all levels are valued;*
- *To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;*
- *To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;*
- *To raise children's self-esteem;*
- *To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and*
- *To help children, staff and parents have a sense of direction and a feeling of common purpose.*

#### *Teaching Positive Behaviour*

*At Sharneyford, we believe that positive behaviour in children stems from learning core skills and abilities. The core skills and abilities are:-*

- *Independence and organisation;*
- *Self-image and self-esteem;*
- *Motivation;*
- *Reflection and self-control;*
- *Attention*
- *Perseverance*
- *Fairness*
- *Co operation with adults*
- *Collaboration with other children;*
- *Sociability*
- *Empathy*
- *Honesty.*

*We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-*

- *Staff modelling the skills and abilities directly;*
- *Setting appropriate boundaries for children's behaviour;*
- *Showing empathy and understanding of children;*
- *Listening to children;*
- *Showing respect and understanding to everyone in the school community;*
- *Providing feedback in an informative way to children;*
- *Using positive consequences to encourage the learning of appropriate behaviour;*
- *Using negative consequences to discourage the learning of inappropriate behaviour; and*
- *Teaching the skills and abilities through SEAL, PSHE and assemblies.*

### Responsibilities

#### **Staff Responsibilities**

- *To treat all children fairly and with respect;*
- *To help all children to develop their full potential;*
- *To provide a challenging, interesting and relevant curriculum;*
- *To create a safe and pleasant environment both physically and emotionally;*
- *To use positive and negative consequences clearly and consistently;*
- *To be a good role model;*
- *To form positive relationships with parents and children;*
- *To recognise and value the strengths of all children; and*
- *To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.*
- *Staff to record welfare incidents in class file/lunchtime books.*
- *Teachers to read lunchtime books and sign and inform parents and/or Headteacher where necessary.*

#### **Parents' Responsibilities**

- *To make children aware of appropriate behaviour;*
- *To encourage independence and self-discipline;*
- *To show an interest in all their child does in school;*
- *To support the school in implementing this policy; and*
- *To be aware of the school rules.*

#### **Children's Responsibilities**

- *To do their best*
- *To contribute to their own learning*
- *To treat others, their belongings and the environment with respect*
- *To show consideration for others*
- *To consider the effects of their actions on others*

### Acceptable and unacceptable behaviours

*These are annually drawn up by the pupils within SEAL lessons as a class charter and are displayed in classrooms. They are regularly discussed in P.S.H.E, R.E, and assemblies, and referred to in everyday situations.*

*Also standards are set by example.*

*There is a zero tolerance to bullying of any sort. Help is offered to both the victim and the aggressor.*

### Positive Consequences (Rewards)

*At Sharnesford, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-*

- *Non-verbal rewards such as a thumbs up sign or a smile*
- *Praise*
- *Team points*
- *Showing work to another teacher*
- *Stickers; star charts*
- *Certificates*
- *Head teacher's award*
- *Displaying work;*
- *Celebration assembly*

*We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.*

### Negative Consequences (Sanctions)

*In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.*

*If behaviour is unacceptable and threatening the good order of the class/school, approaches such as these are used:-*

- *Non-verbal techniques such as facial expression or gesture.*
- *Verbal acknowledgement of unacceptable behaviour.*
- *Verbal reprimands, preferably on a 1:1 basis.*
- *Time out.*
- *Referral to Headteacher (complete form together about school rules; see below)*
- *Removal of privileges.*
- *Payment for loss/damage to property.*
- *The setting of a task to do.*

- *In serious instances, the written recording of the incident by the head teacher. Where considered beneficial to improving behaviour, staff may instigate a meeting between the head teacher, parent and pupil to discuss the behaviour pattern and possible solutions.*
- *Involvement of external support such as L.E.I.S.*
- *Examples of behaviour below that expected may be discussed at assemblies or in class SEAL lessons.*

*If pupils, staff or property are at risk and other strategies have failed :-*

- *A warning of intention to intervene physically will be given, followed by*
- *Physical intervention (restraining techniques) following school policy (Care and Control of Pupils).*

### Exclusion

*It is recognised that the majority of pupils respond positively to the discipline and control practised by staff.*

*The school culture fosters an environment of social inclusion irrespective of pupils' needs. However, if a pupil continues to carry out challenging, disruptive or potentially harmful behaviour, then exclusion will be the next consideration. The school's Exclusion Policy and L.E.A guidelines will then be followed.*

### Parental Involvement

*Parents will be kept informed of their child's unacceptable behaviours*

- *Through the Home/School Book*
- *Verbally*
- *By letter*
- *By appointment with the Headteacher*
- *Through School Policy reminder form (when deemed necessary)*

*Parents are asked to contact school immediately they have concerns about their child's behaviour or welfare.*

### Policy Review

*This policy will be reviewed annually. Last reviewed January 2023*



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1. To do their best
2. To contribute to their own learning
3. To treat others, their belongings and the environment with respect
4. To show consideration for others
5. To consider the effects of their actions on others

On \_\_\_\_\_ I did not follow all of the above rules. The rules I did not follow were:

I have thought carefully about my actions and I will try hard not to let this happen again.

Signed: \_\_\_\_\_ (Pupil)

Signed: \_\_\_\_\_ (Headteacher)

Date: