

# POSITIVE BEHAVIOUR POLICY

## **Rationale**

This document reflects the importance the school places on promoting positive behaviour and the significant role this plays in the education of our children.

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupil and between pupils themselves.

## **General Principles**

We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this behaviour policy.

In our school it is agreed that responsibility for good behaviour is shared by all staff. We work hard therefore to set standards by which we all act. There is a communal responsibility. Here, as in individual classrooms, the need for consistency in how staff deal with pupils is vital if we are to expect pupils to respond positively. Time should be regularly set aside for staff to discuss communal approaches.

## **Our Aim**

Our aim is to help all our pupils to:

- ❖ To create an atmosphere of mutual respect, trust and corporate responsibility
- ❖ To promote a consistently positive school ethos through positive behaviour strategies and celebrations of success
- ❖ To raise standards of attainment, behaviour and attendance for all pupils
- ❖ To involve parents, pupils and staff in setting rules/standards of behaviour within the school
- ❖ To get pupils to manage their own behaviour effectively while respecting the rights of others
- ❖ To inform parents and pupils of sanctions that will be taken to address behaviour issues
- ❖ To develop social and Citizenship skills through a variety of school contexts

The relationship between pupils and school staff is based on mutual respect and consideration. The positive ethos of our school will be maintained by pupils, parents and school staff showing mutual consideration and respecting our school rules. We also try to adopt a positive attitude to those pupils who find this idea unfamiliar or difficult to accept.

## **Managing Positive Behaviour**

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.
2. Management – When negative behaviour occurs we need to be able to respond consistently, positively and effectively, identifying and using the appropriate strategy to match the needs of the individual

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions and strategies when negative behaviour arises. When discussing negative behaviours we use a solution focus approach, in order to encourage and support the child in taking responsibility for their behaviours.

## **Roles and Responsibilities**

Good behaviour is a shared responsibility between pupils, parents and the community, school staff and outside agencies:

### *Pupils*

We aim to teach children to take responsibility for their own behaviour and achievements. Pupils are expected to give their best in work and behaviour and follow the agreed rules.

### *Staff*

All members of staff (teaching and support staff) are responsible for setting the highest expectations of behaviour for all of Sandylands' pupils. School staff recognise the importance of being a role model to the pupils of Sandylands through promoting a wide range of positive behaviour strategies including the use of rewards and recognition and taking into account individual needs. When a pupil fails to comply with school rules, sanctions will be applied fairly and consistently.

### *Parents and the Community*

Sandylands recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. Children make best progress when they see their parents and teachers working together. When appropriate, parents will be contacted and invited to share a problem solving approach to improving behaviour.

Sandylands acknowledges the importance of the local community in teaching children positive behaviour skills. We involve the local community in school events and celebration of achievements.

### *Outside Agencies*

At Sandylands we believe all pupils are entitled to learn and develop positive behaviour management strategies. Involvement of outside agencies can be a valuable tool for the development of these skills.

## **Rewards and Recognition**

We use a wide variety of strategies to promote good behaviour. These range from words of praise and friendly gestures to class team points and whole school Respect points. (See Appendix 1).

## **Rules and Expectations**

Sandylands uses the 'Sandylands' 5 a Day' to promote positive behaviours. They are displayed around the school, the classrooms and the playground. The 'Sandylands' 5 a Day' is linked to our rewards and Circle time system outlined in the P.H.S.E. policy (See Appendix 2).

### **Positive Behaviour strategies:**

- ❖ Awarding of certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school
- ❖ Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour (see Appendix 2).
- ❖ 'Star of the Week' used to celebrate achievement in weekly assembly
- ❖ 'Sandylands Superstar' awarded each term and displayed in the school hall
- ❖ Discussing whole school behaviour issues at School Parliament meetings
- ❖ Whole school assemblies on moral and social issues
- ❖ 'Respect Class' awarded weekly as part of the whole school RESPECT campaign
- ❖ Allocation of 'Golden Time' as a reward for positive behaviour and achievement

- ❖ Staff using praise as a sincere and prompt response to positive behaviour or achievement
- ❖ Setting of personal targets for improving work and/or behaviour
- ❖ One to one tuition
- ❖ Outside agency support
- ❖ Use of IBP's to support specific children in developing positive behaviours (See Appendix 3 for further details)
- ❖ Use of Values Based Education to promote and develop SMSC provision. (See Appendix 7 for details of the aims and rationale of Values Based Education and the associated reward schemes)

#### **Advice for Staff:**

- ❖ Children have to learn positive behaviour and as in all aspects of life they sometimes have to learn from their mistakes. As in all aspects of managing behaviour CONSISTENCY is the key to success
- ❖ Be consistent, fair and persistent.
- ❖ Keep any promise you make to the pupils and remain open and honest with them.
- ❖ Before taking any action communicate, clearly and effectively your intentions to the pupil.
- ❖ Act rather than react.
- ❖ Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- ❖ Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- ❖ Seek advice and support if a situation escalates
- ❖ Reprimands should focus on the behaviour not on the pupil's personal qualities
- ❖ Pupils should be reprimanded privately whenever this is possible
- ❖ Keep within the set whole school strategies (See Appendix 4 for details)
- ❖ See Appendix 6 for Useful Strategies for the Promotion of Good Behaviour

#### **Use of Isolation**

The hierarchy of whole school behaviour management (see Appendix 4) will be used to help a child improve their behaviour. If there is no improvement in the child's behaviour they will receive a formal letter from the Phase Leader, then the Headteacher. If the child continues to make the wrong choices, the Headteacher may decide the child will benefit from an internal exclusion. During this time they will remain in isolation from their peers with 1:1 supervision. Isolation will also be used when pupils hurt another child without provocation. Support will always be given to pupils and parents to enable the child to succeed at Sandylands. This could include an IBP, Pastoral Support Plan, outside agency support and daily support from learning mentors.

#### **Monitoring and Review of Policy**

This policy will be monitored and reviewed as part of the ongoing audit of practice within the school. The policy is linked with the school's Health and Safety Policy, Safeguarding Policy, Attendance Policy, Anti Bullying Policy (please see Appendix 8 for more details) and Teaching and Learning Policy, and should be referred when this policy is viewed and reviewed. The policy and contents are discussed with the pupils. A copy of the school rules are displayed on the school website.

## Appendix 1

### Rewards

Rewards are most effective if they follow immediately upon the desired behaviour. Rewards can include verbal praise, stickers, stamps, smiley faces, certificates, discussion with parent, superstar of the week certificates and golden time. Children with an IBP gain specific rewards, which are within a given time limit.

Each class teacher establishes a class based reward system appropriate to the age range of the class e.g. table points.

Each class uses the Respect Points system. Children earn respect points for working on a strand from the octopus (see PSHE policy). Respect points are collected weekly, and the highest number of points earns that class the Respect Trophy for the week. The highest class score over the whole term earns that class the Respect Class of the Term and they are awarded a prize.

Each day a Values Hero is chosen by the class teacher, via a secret draw of a name from a pot. The children do not find out who the hero is until the end of the day (if the reward of 25 respect points is earned). Each lunchtime the children have the opportunity to earn a Lunchtime Values Award token for displaying positive values during their mealtime in the hall/classroom, and a Lunchtime Values Raffle Ticket for displaying positive values outside on the yard. There is a weekly draw of the lunchtime raffle tickets (one child from Phase 1 and one child from Phase 2). The values tokens are counted and the class with the most tokens wins a weekly prize. At the end of a term the class who has the highest number of weekly wins earns a termly reward (a dinner party).

Each week one child from each class will be chosen as the 'Superstar of the week' and receive a certificate, Headteacher's sticker and small prize in Friday afternoon's "Special Mention" assembly. A record of the children chosen in each class is kept to ensure all children receive this at least once each academic year. A second certificate should be printed at the same time to include in the child's record of achievement at the end of the year.

Each term the class teacher chooses an exemplary child from each class to receive the Sanylands Superstar award.

The school rewards good behaviour through the automatic right to 'Golden Time' each week. Children gain their 'Golden Time' each day, by not moving off the class traffic light (see later note).

Children who remain in the green traffic light all week are moved up on a separate chart in class (e.g. suns or smiley faces). When the children have moved through this chart 10 times (representing 10 weeks of being 'in the green') they receive a small prize. The school believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely to deter anti-social behaviour.

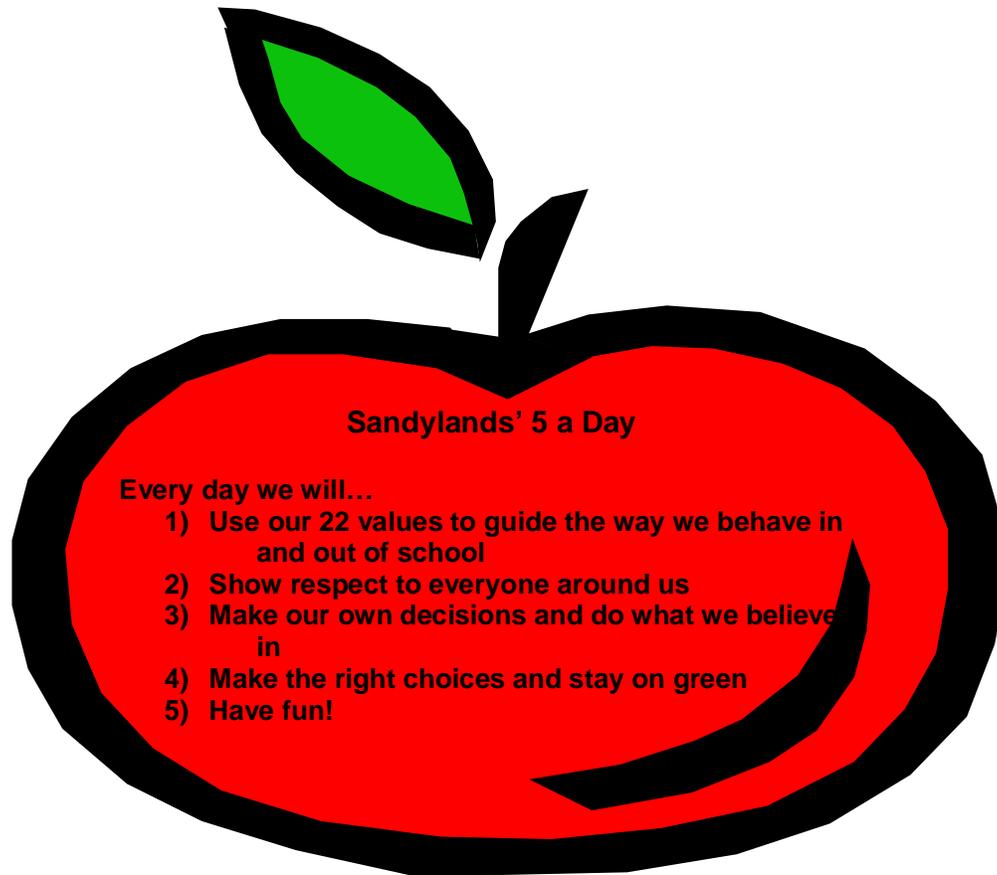
### Procedures for Golden time

Each child begins the week with the right to gain up to 1 hour of 'Golden Time'. If he/she breaks a rule he/she can fail to earn up to 10 minutes a day. A record of any time not earned must be kept. Only 10 minutes can be not earned each day, so that ALL children have at least 10 minutes of their 'Golden Time':- a means of encouraging them to earn all of it the following week.

## Appendix 2

### Sandylands' 5 a Day

The school follows the '5 a Day' system, which is displayed around the school, the classrooms and the playground. The '5 a Day' is a system that promotes good behaviour and is linked to our rewards and Circle time system outlined in the P.H.S.E. policy.



The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply the 'Sandylands' 5 a Day' in a consistent way.

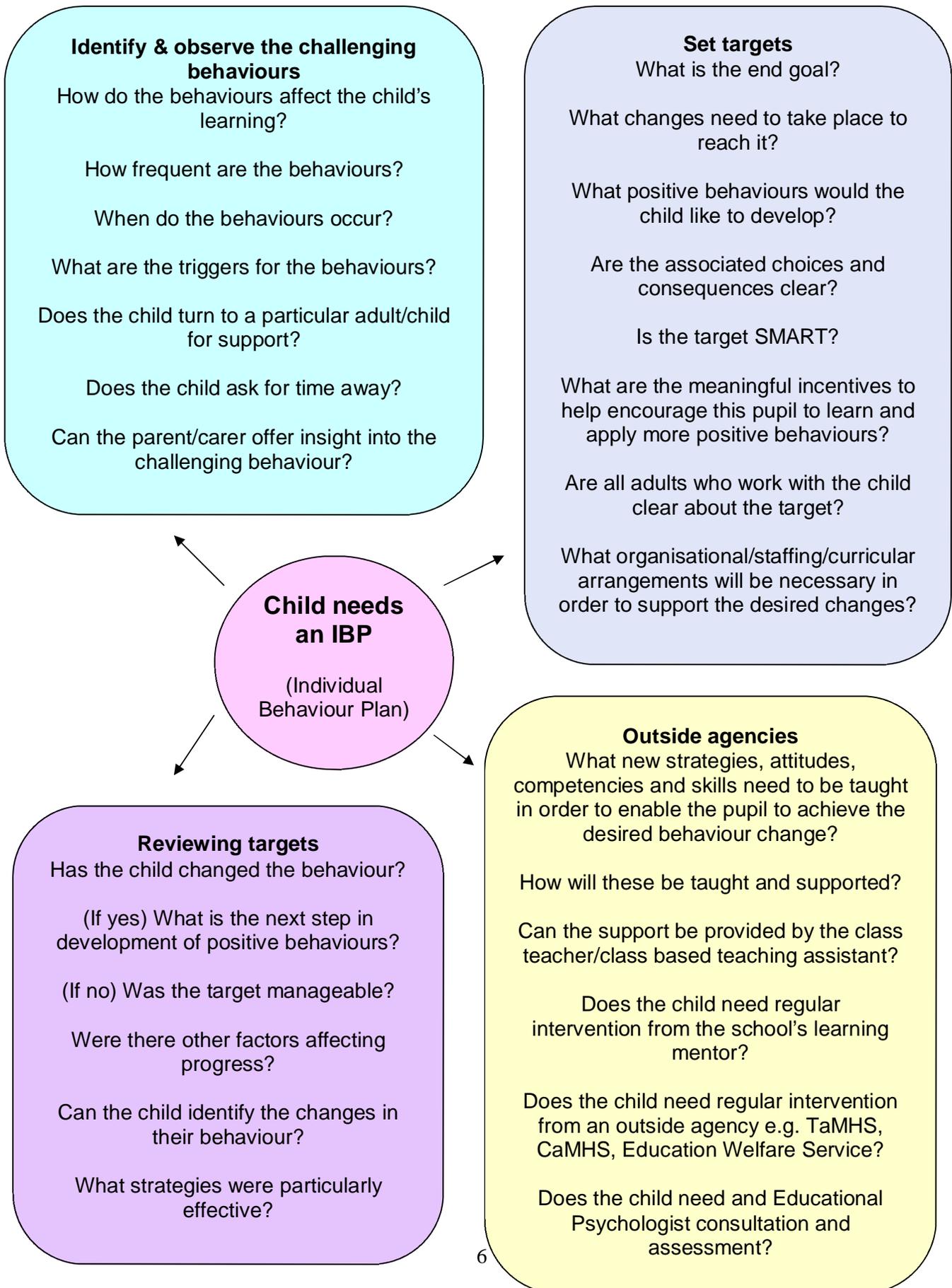
### Circle Time lessons

Sandylands' '5 a Day' are reinforced during Circle Time. They are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The strategies and life skills we teach children through these lessons will help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. These lessons are as crucial as numeracy and literacy, and are not additional. At Sandylands we believe they form the foundation of a child's ability to learn.

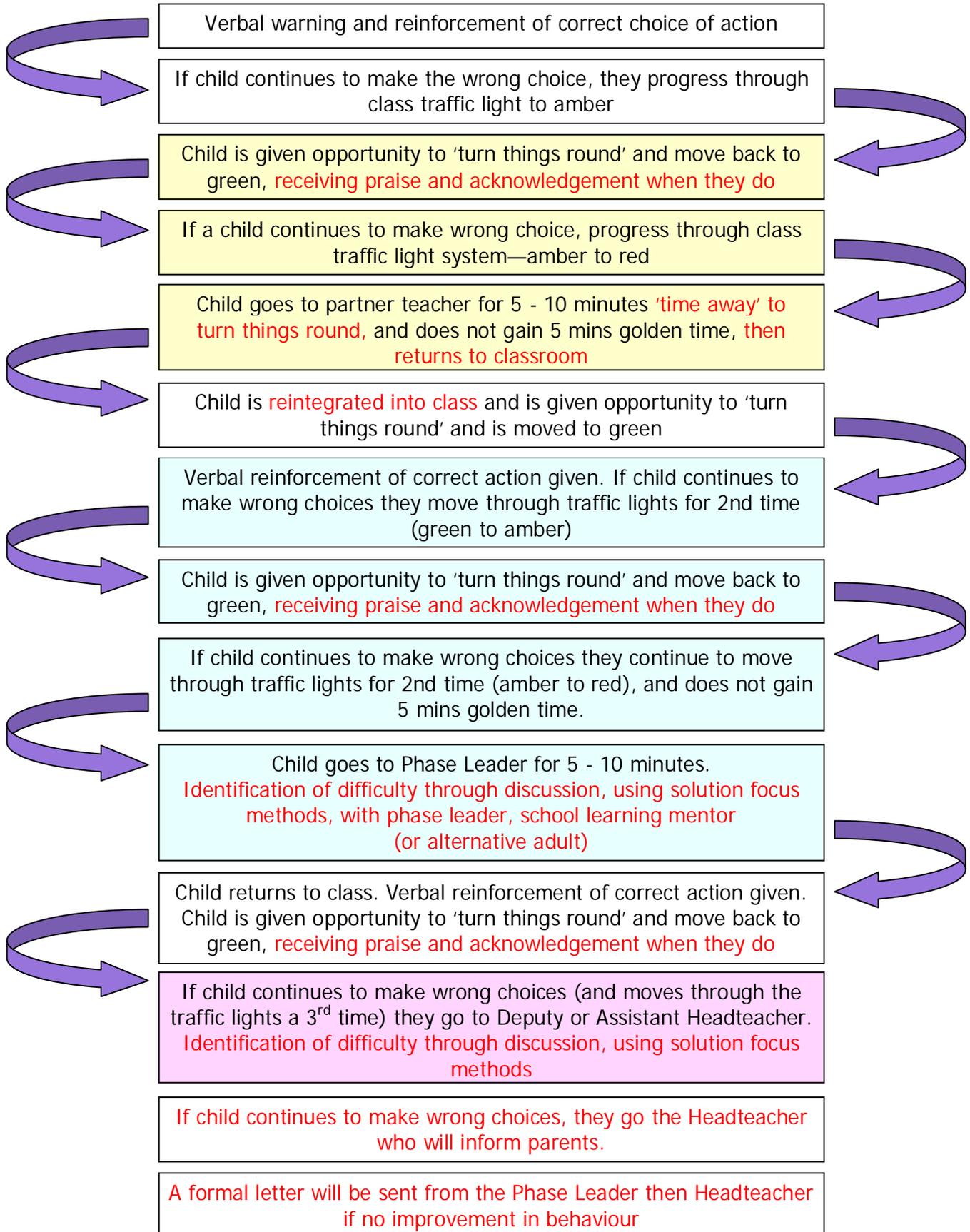
## Appendix 3

### Individual Behaviour Management Strategies



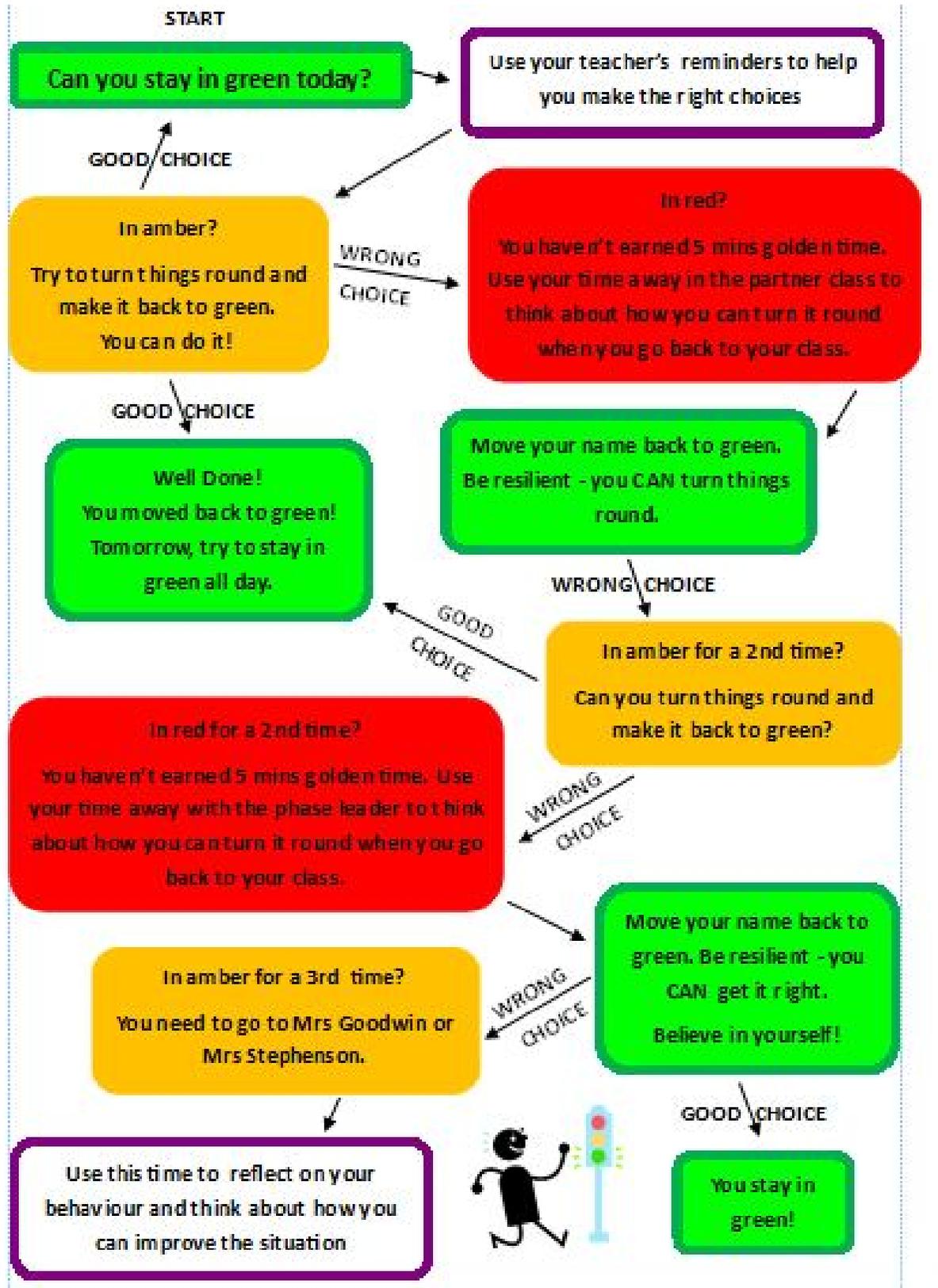
## Appendix 4

### Hierarchy of Whole School Behaviour Management



## Appendix 5

### Hierarchy of Whole School Behaviour Management – Child Friendly version



# USEFUL STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOUR

### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

### **Three positives before a negative**

This can apply to individuals as well as to classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

### **Acknowledge feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### **Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

### **Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

### **Pre-empt disruptive behaviour**

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

### **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

### **Catch them being good**

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement

### **Intervention**

In order to enable the child's learning it may be necessary to provide them with 'time away' in a quiet environment away from the classroom. This may be a time for them to reflect independently or they may need 'talk time' with an adult to 'be heard' e.g. the learning mentor, the class teaching assistant.

## Appendix 7

### VALUES BASED EDUCATION

#### *The aim of values based education*

To raise standards by promoting a school ethos which is underpinned by core values that support the development of the whole child as a reflective learner.

#### *The purpose of values based education*

- To help our school community think about and reflect upon positive universal values and the practical implications of expressing them in relation to themselves, others, the community and the world.
- To inspire individuals to choose their own positive personal, social, moral and spiritual values and be aware of ways of developing and deepening them as citizens of the world.

#### *Rationale*

At Sandylands we have given a great deal of thought to the values that we are trying to promote. We regularly consider our core values and how the school sustains an ethos which supports the pupil as a reflective learner and promotes quality teaching and learning. As a school community we have chosen 22 values that we believe the ethos of the school should be built upon. They are:

Appreciation	Hope	Simplicity
Caring	Humility	Thoughtfulness
Co-operation	Love	Tolerance
Courage	Patience	Trust
Freedom	Peace	Understanding
Friendship	Quality	Unity
Happiness	Respect	
Honesty	Responsibility	

These values will at times be addressed directly through lessons and assemblies, but they will permeate the whole curriculum. They are the basis for the social, intellectual, emotional, spiritual and moral development of the child. We encourage our pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civilised adults.

#### *Elements of teaching and learning*

The elements of values education are:

- Ensuring that the school's institutional values are consistent with the values that pupils are encouraged to develop.
- Actively promoting a whole school policy that has the support of all adults who work at Sandylands.
- Staff modelling the values through their own behaviour.
- A focus on one key value each half term; these will be chosen from our list of 22 values by a forum consisting of pupils, parents, representatives for the local community, teachers and governors.
- Direct teaching about values in a values lesson each half term. These lessons provide opportunities for personal reflection and moral discourse, and will include an appropriate activity to promote understanding.
- Ensuring that values are taught implicitly through every aspect of the curriculum.
- Pupils displaying positive values to be celebrated through reward schemes: daily Values Hero to be chosen; lunchtime raffle tickets issued that state the values the children have displayed; Lunchtime Values Award tokens issued at mealtimes

## Appendix 8

### Preventing Bullying

#### *What is Bullying?*

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our school's first priority but we are aware that emotional bullying can be more damaging than physical; our school will make judgements about each specific case.

#### *Prevention*

At Sandylands we ensure we are aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. A variety of teaching approaches are used to ensure we choose the method that will work best for our pupils, depending on the particular issues they need to address.

Sandylands has an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. We use our Values Education themes to develop the children's emotional vocabulary and understanding of the value of all aspects of their education. All adults and children in our school have a clear understanding of how our actions affect others; this permeates the whole school environment and is reinforced by staff and older pupils who set a good example to the rest.

#### *References*

The Equality Act 2010

The Children Act 1989 (re: safeguarding children and young people)

For more details refer to the Anti Bullying Policy