

Positive Behaviour Policy



What We Want to Achieve (Policy Intent)

We understand that children and adults learn most effectively in a well organised, clean, safe and attractive environment. We also understand the importance of providing a safe, positive and supportive emotional environment which enables and fosters learning.

By understanding and following our Behaviour Policy it is our expectation that all children, parents and staff work together to ensure behaviour is underpinned by our core values and supports our School Vision Statement.

We want you to be happy

Play Time & Lunch Time

We listen and respect each other's wishes or opinions.

We look after and share the equipment and nature around us.

We are friendly, smiley and welcoming to everyone, inviting them to join in.

We always show respect to the adults on duty.

We treat others how we would like to be treated.

We put our litter in the bin and our fruit in the food compost box.

On the first whistle, stand still and silent, on the second whistle walk sensibly to your class line.



Playtime Rules

We listen and respect each other's wishes or opinions.



We look after and share the equipment and nature around us.



We are friendly, smiley and welcoming to everyone, inviting them to join in.



We always show respect to the adults on duty.



We treat others how we would like to be treated.



We put our litter in the bin and our fruit in the food compost box.



On the first whistle, stand still and silent, on the second whistle walk sensibly to your class line.



Classroom behaviour

What you can expect from us

- All adults treat you with respect and model positive
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and co-operation, choice and consequences
- There are clear routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems understood by all, for dealing with inappropriate behaviour
- Regular communication with parents.

Classroom behaviours

What we can expect from the children

- There is a classroom agreement, devised through discussion with children, which promotes social and learning behaviours
- This agreement is displayed in a way which can be understood by all children (photographs, diagrams, cartoons, words) and signed by all children in the class
- All children follow the classroom rules at all times
- All children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- Children learn the clear systems so that they are understood by all, therefore, they are used effectively for dealing with inappropriate behaviour

Behaviours

What we can expect from you

- Work through the policy with us for example if you have a concern check the policy first.
- Work collaboratively with us to support your child
- Respect the adults and the other children in the school
- Clear communication
- Respect confidentiality of the situation especially when it involves other families
- Talk to us first
- Embrace the positive nature of the policy

Individual behaviour

- All children's strengths are recognised and celebrated by staff (in class, in assemblies and around the school)
- There are systems which allow children to be 'special' at times
- Systems are in place for noticing and drawing attention to good or improved behaviour in the classroom, the playground and at lunchtime
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention

When Things Go Wrong

Behaviour at lunch time is managed by the Lunch Time Supervisors as well as some teachers. Behaviour should be managed positively and when needed should be dealt with immediately by the Lunch Time Supervisors. Some examples of these are:

- if a child is interfering in a negative way with another child
- if a child is behaving inappropriately with food or drink
- if a child is becoming over excited and may hurt another child

Rewards

- Public praise in class
- Praise within key stage
- Praise in weekly celebration assembly
- Praise shared with parents by telephone/letter/Golden Book
- Head Teacher stickers awarded in the office
- Comments, stickers, stamps and giving feedback on the children's work
- Dojo points
- Class points
- House points – House Cup
- Golden Time

Dojo Points

< Teasel 28 Students 0 Parents

Classroom

Portfolios

Class Story

Messages

Student login

Invite parents

Options

Students Groups

Whole Class

560

Aaron

20

Adonaya

20

Alexis

20

Amelia

20

Arthur

20

Arush

20

Christian

20

Daisy

20

Destiny

20

Dominic

20

Ebubedike

20

George

20

Harry

20

Hollie

20

Ibrahim

20

Jack

20

Jason

20

Joshua

20

Khadija

20

Lenay

20

Lucija

20

Maryam

20

Megan

20

Mia

20

Owen

20

Reece

20

Reuben

20

Shwetanshu

20

+

Add students

Toolkit

Attendance

Select multiple

Random

Timer

Big Ideas

Invite parents (0%)

Golden Time

- Every Friday afternoon we will have Golden Time
- Any child with 20 dojo points or more can take part in Golden Time
- Golden time will take place in class groups:
 - Y1 & Y2
 - Y3 & Y4
 - Y5 & Y6
- Your teachers will organise some activities you can choose to take part in
- If you don't have 20 Dojos you will spend some time thinking about your behaviour and how you can make it better with a teacher

House Teams

- Every child and adult will be put into a House Team
- Red, Yellow, Green and Blue
- You can collect points for your Team
- All dojos will go towards Team points
- In celebration assembly the team with the most points wins the Team Cup
- Teams will compete in different competitions through out the year
e.g. Sports day

Team Captains

- We need 2 Team captains and 2 Vice Captains for each house
- They will be Y6 children (not Class Councillors)
- Y6 children will need to volunteer to be Team Captains
- We will need to have an election to vote for the Team captains
- The elections will be on 12th December 2019!

Yellow Cards

If a lunch time supervisor thinks someone's behaviour is not good enough they may issue a yellow card.

- A Yellow card will be issued if a child continues to behave in a way that causes upset/distress to others. Lunch time supervisors will write on the cards why they have been issued and pass them onto the class teacher at the end of playtime. Teachers will deal with incident detailed on yellow cards during the course of the afternoon.
- The incidents will be discussed calmly with both parties encouraged to give their point of view.
- The member of staff will discuss next steps with the child/children, and initial the card to show the incident has been dealt with. The Yellow card is then kept in the class information folder.

Yellow Card

Yellow Card	Yellow Card
<p>Date: _____ Time: _____</p> <p>Name: _____</p> <p>Reason: _____</p>	<p>Date: 11.11.19 Time: 12.30pm</p> <p>Name: Charlie Brown</p> <p>Reason: Charlie kept stealing the football even after 3 warnings. I tried to calm him down and explained how he was upsetting the other children.</p>
<p>Issued by: _____</p> <p>Teacher signature: _____</p>	<p>Issued by: Mrs Thrunchball</p> <p>Teacher signature: _____</p>

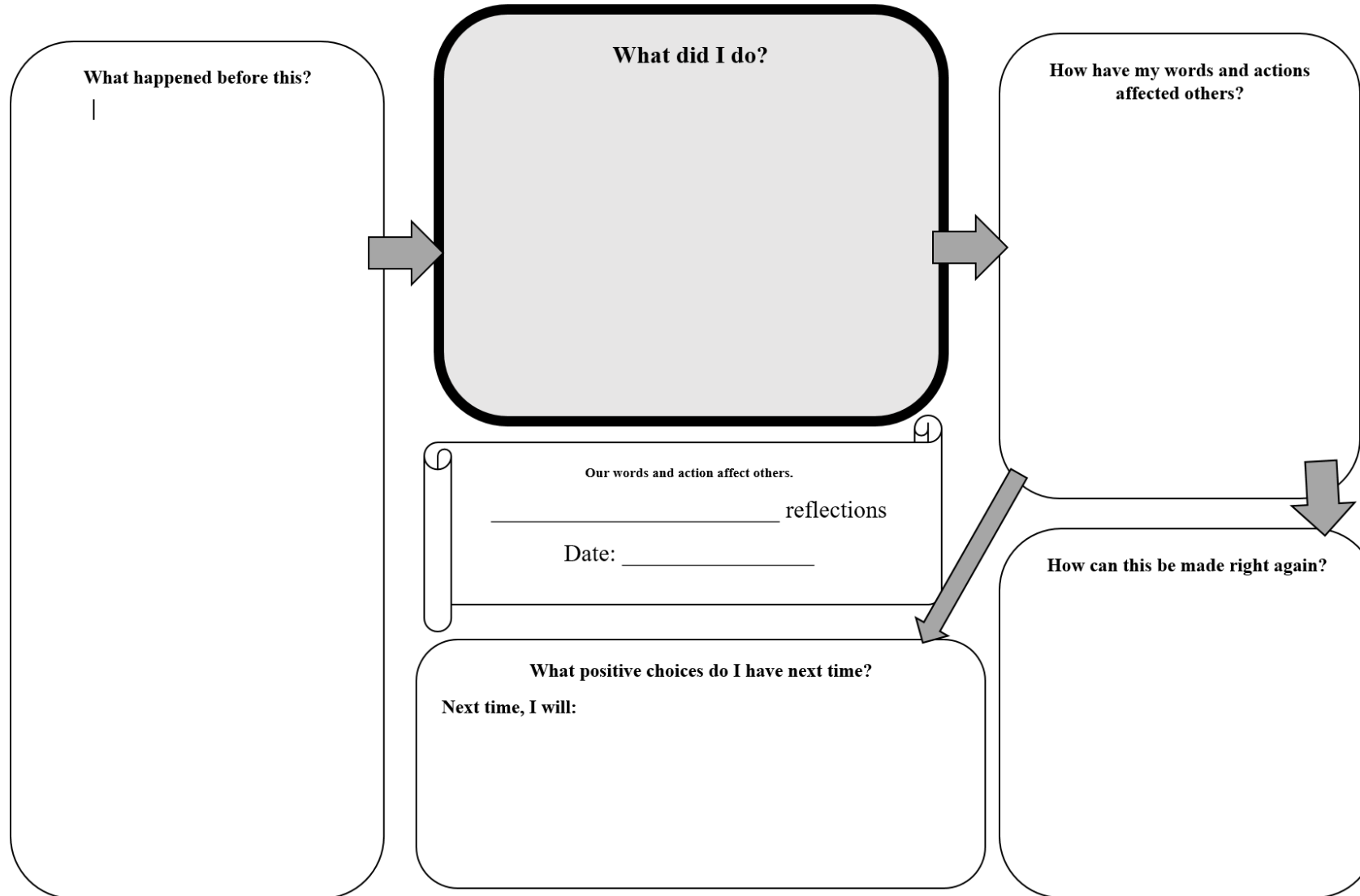
Red Cards

- A Red card means the child must be taken to the Retreat and a member of the Behaviour Team (Usually Mr Marshall) is sent for to deal with the incident.
- All Red cards are sent home for parents to read/sign/return to school.
- All Red Cards must be returned to a member of the Behaviour Team by break time the next day
- The next day the child will miss some of their playtime/lunchtime to reflect on their behaviour
- A Red card will be issued if the child's behaviour is physically, verbally or non-verbally hurting another person or continuing to disregard the instructions of a lunchtime supervisor.

Red Cards

Red Card	Red Card
Date:	Date: 11.11.19
Time:	Time: 12.45pm
Name:	Name: Many Brown
Reason:	Reason: Mandy lost her temper with Sarah and smacked her on the arm. Sarah was very upset and had a red mark on her arm
Issued by:	Issued by: Miss Trunchball
.....
Parent signature:	Parent signature: Mrs Brown I have discussed this with Mandy and she is very sorry

Reflection Sheet



The Reflection Sheet is a flowchart with five main sections. It begins with 'What happened before this?' on the left, which points to 'What did I do?' in the center. From 'What did I do?', an arrow points to 'How have my words and actions affected others?' on the top right. Another arrow points from this section to 'How can this be made right again?' on the bottom right. A third arrow points from the 'What did I do?' section down to a scroll box containing 'Our words and action affect others.', a line for 'reflections', and a line for 'Date:'. Finally, an arrow points from this scroll box to 'What positive choices do I have next time?' at the bottom center.

What happened before this?
|

What did I do?

How have my words and actions affected others?

How can this be made right again?

What positive choices do I have next time?
Next time, I will:

Our words and action affect others.
_____ reflections
Date: _____

Playground Zones



Playground Rota

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Football</u>	2, 3 and 4	5 and 6	2, 3 and 4	5 and 6	2, 3 and 4
<u>Handball</u>	1, 2, 5 and 6	1, 2, 3 and 4	1, 2, 5 and 6	1, 2, 3 and 4	1, 2, 5 and 6
<u>Climbing Frame</u>	1 and 2	year 3	year 4	year 5	year 6