



Positive Behaviour Policy

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Ethos:

Firs Primary School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

At Firs Primary School, great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and recognitions, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with the Firs Primary School Anti-Bullying Policy.

Aims

- To ensure that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.
- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To ensure that every member of the school's community behaves in a considerate way towards others.
- To promote the right for children to speak out and seek help in all aspects of their well-being.

How Will We Achieve Our Aims?

- Praise and recognition is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that children know and understand.
- Establish a praise and recognition system.
- Adults will lead by example and model good practice.
- All children will undertake Personal, Social Education (PHSE) and Social and Emotional Learning.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feed-back to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Lilly pads/ planets leading to Dojo's and class based rewards.
- Gold book- certificates and stickers given.
- Half-termly Good Behaviour Tea Party with Head Teacher.
- Time in the Orchard with Learning Mentor.
- Whole School 'Class Dojo' system in place to reward learning behaviours that are linked to 'Firsy Five.' Children will be rewarded for 50, 100, 200, 300 and 500 Dojo points.
- Since COVID-19, we have **also** used Class Dojo as a means of communication between the class teacher and the parents/carers. The reasons for this are to share work and to communicate positive messages.
- Merits are awarded for learning outcomes. Pieces of learning that are exemplary and deserve recognition. House rewards for the most merits within a half term will be allocated and a recognition given.

Sanctions

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome. Sanctions for inappropriate behaviour may be:

- Lilly pads/planets leading to a sanction depending on Key Stage.
- Send to another class- Buddy Class.
- In house isolation.
- Playtime Detention for low level behaviours.

- Lunchtime Detention with SLT for persistent or high level behaviours with parents informed by Class Teacher.
- Weekly behaviour meetings and behaviour targets for children who are persistently making the wrong choices.
- Letters are also sent to parents when there is a concern about their child's behaviour. These will be kept in the pupil's files.
- The use of Sports Club over Lunchtimes or The Orchard provides the structure for an alternative provision to support pupils with their social and emotional learning.
- Possible referral to Newton's Walk Nurture @ Lakeside.
- Off site at Lunchtimes.
- Part-time timetable.

During social times if there are incidents of poor behaviour choices then a recording of this will be made in the Playground Behaviour Book.

Whenever a child misses numerous playtimes or lunchtime over a short period of time, this concern will be passed to SLT who will hold behaviour meetings and set targets with the pupil. This should always involve speaking with Parents/Carers, to highlight how best to support the child and provide a course of action to move the situation forward.

Children who demonstrate a pattern of inappropriate behaviour or who are struggling to conform to school expectations will be referred to SLT and/or Learning Mentor, who will draw up a structured individual behaviour plan in consultation with class teacher, pupil and parents.

Use of Reasonable Force (Guidance taken from Use of reasonable force- July 2013)

School will only use force to control or restrain a pupil as a last resort or when absolutely necessary. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The use of reasonable force means using no more force than is needed.

School will only use reasonable force when necessary and will always try to avoid acting in a way that might cause injury. However, in extreme cases, it may not always be possible to avoid injuring the pupil.

Exclusions

All efforts will be made and proactive steps will be taken to prevent an exclusion. However, in extreme circumstances or if behaviour continues to raise serious

concerns, a fixed term or permanent exclusion will be applied. These will be issued by the Head, who will notify the Governing Board, The Trust and LA.

Expectations

Staff will always:

- Provide a consistent approach across the whole school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.

Children will be encouraged to:

Follow the Golden Rules:

1. Follow instructions with thought and care.
2. Care for everyone and everything.
3. Show good manners at all times.

Demonstrate the 'Firsy Five': (Our Behaviours for Learning.)

Fascinated

Independent

Respectful

Sociable

You can do it!

Children are awarded Dojo points by any member of the staff community at Firs Primary. The 'Firsy Five' are displayed in both halls and in key areas around school. Children have their own Dojo and points are awarded. Parents can log in to Class Dojo to monitor how many points their children have received and since Covid-19 have been able to use this to share work and communicate with the class teacher.

We hope parents will:

- Work in partnership with the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Download the 'Class- Dojo' app so that they can monitor and praise the children's rewards within school.
- Inform the class teacher should any concerns arise about behaviour.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.
- Share an analysis of behaviour with Governors so that they can measure the impact of the policy across school.

COVID-19:

As a result of COVID-19 an addendum has been written to accompany this policy and set out the measures in line with government guidance. Please see supporting document.