

HOWES COMMUNITY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

**STATEMENT OF PRINCIPLE**

We believe that the most effective way of achieving our aims is to encourage and praise POSITIVE behaviour. The following policy applies to everyone in the school community.

The following are the underlying values we wish to nurture throughout our school:

**FRIENDSHIP  
INSPIRATION  
RESPONSIBILITY  
RESPECT  
EXCELLENCE  
TEAMWORK  
EQUALITY  
COURAGE  
CARING**

To ensure equal opportunities for all, we think it is important to:

- Ensure that rewards and sanctions are consistent and fair
- Model, teach and promote positive behaviour
- Act as ambassadors for Howes Primary School wherever we are
- Help and support others who are finding it difficult to follow the behaviour policy for specified reasons

**At Howes Primary School we believe that we can work together to ensure that every child can 'be the best that they can be'.**



## **REWARDING POSITIVE BEHAVIOUR**

It is important that each team has age appropriate rewards and that they are awarded consistently.

Rewards may include:

- stickers
- special responsibility
- certificates
- sharing work with the Deputy and Headteacher
- ultimate housepoints

Children will be awarded House point stickers for individual achievement and effort. Children will save their stickers in an individual chart. Once the chart is complete, they will be awarded with a certificate. The stickers will also be added to a whole class chart and totals will be collected on a weekly basis. The results will be shared during celebration assembly. At the end of each week a trophy will be presented to the house with the most number of points and the team's colours added to the trophy. The trophy will also be presented at the end of each term and the winning house will receive an extra treat.

Children are made aware of how to gain house points and ultimate housepoints. These include;

- Excellent Contributions
- Kind / caring behaviour
- Excellent attitude
- Extra-curricular work
- Work towards a whole school, team or class target
- Following the golden rules
- Showing positive behaviour towards their learning
- Working hard to attend school every day and on time
- Moving to gold on the classroom display

## **GOLDEN RULES**

The Golden Rules are displayed throughout the school and should be followed at all times.

We celebrate the achievement of our Golden Rules through Golden Time.

### **OUR GOLDEN RULES**

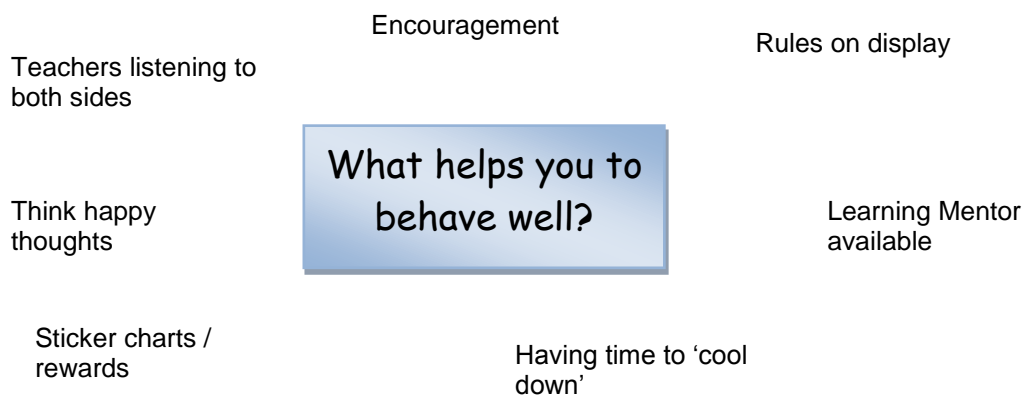
1. At Howes we are polite, kind and helpful.
2. At Howes we listen to other people.
3. At Howes we always tell the truth.
4. At Howes we look after everything in school.
5. At Howes we try to be the best that we can be.

... and we smile!

The children of Howes Community Primary School said these things about behaviour.....



The children were also asked what helped them to behave well.....



In each class the children's names are displayed on a coloured behaviour chart. The colours on the display are as follows:

Gold- when a child moves to gold they are sent to get an ultimate housepoint from a member of the SLT

Green- each child begins on green each day

Blue (see number 2 below) - the child has a chance to change their behaviour

Yellow (see number 3 below) - the child is given their first warning

Orange (see number 4 below) - the child is given their second warning

Red (see numbers 5 to 10 below for the procedures that staff will follow.)

### **AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. We acknowledge that the response will depend upon the severity of the incident and the circumstances of the child. We recognise that ongoing communication with parents is an important part of this process.

When following these procedures, staff should always seek support from a colleague and never deal with a child in a room on their own. It is always the 'primary behaviour' that should be focussed upon. The aim of these procedures is to minimise disruption to other children and allow the focus to be on positive behaviour. At every stage praise is used when the child has modified their behaviour appropriately.

1. Praise to a child who is modelling appropriate behaviour as a reminder to all
2. A non verbal warning e.g. a stern look
3. Request to change behaviour to something more appropriate (first warning)
4. Repeat request with explanation of consequences (second warning)
5. Removal of some Golden Time / playtime (If playtime then children will be sent to the main entrance for the allotted time and monitored by members of the SLT.) This is recorded in a class behaviour book.
6. Remove child from the situation – elsewhere in room or time out. If at playtime, time out with teacher or supervisor on duty (Class teachers to record repeated unacceptable behaviours in class incident records)
7. Remove child to another class with work for 10 minutes. (Receiving teacher not to deal with child until break time when the class teacher can be present)
8. Involvement of member of Senior Leadership Team (SLT), phone call to parents. Recorded in Incident book kept in the Head teachers office.
9. If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step. It is likely that the Inclusion Leader/Learning Mentors will be involved in drawing up an Individual Behaviour Plan (IBP). This may include working towards 'Target time'. This outlines the specific targets/areas being worked on. Other external agencies may also be involved
10. In extreme cases, a child may be excluded from school. In such cases, the latest guidelines from the Local Authority (LA) will always be strictly adhered to

Staff at Howes are trained in the Team Teach method of positive handling. Team Teach is an accredited method use of positive handling strategies which are used to support a child when their actions are deemed to be a risk to their own safety or that of other children or adults. It is always used as a last resort after staff have employed calming, distraction and de-escalation strategies with a child. We use positive handling within the parameters that whatever action is taken is in the best interests of the child.

This policy has been developed to try to represent the views of children, governors, parents, support staff and teachers. We would like to think that all members of the school community will do their best to follow this policy.

July 2017

To be reviewed in July 2018