



Positive Behaviour Policy

Our Policy Statement

- We aim to create a happy and secure learning environment where all children can achieve their potential.
- All adults will support and encourage children to develop high standards of behaviour, self-esteem and growing independence.
- All adults will encourage children to respect the feelings, needs and opinions of others and to develop a positive attitude to everyone involved in the life of the school.
- We aim to ensure that staff and children treat each other and visitors to the school with respect, consideration and tolerance.
- Good behaviour will be recognised and praised but, where necessary, unacceptable behaviour will be dealt with firmly and fairly in a manner appropriate to the development and understanding of each child.
- We are committed to working closely with parents to promote positive behaviour and a culture of support and respect.
- We will take a sensitive and considered approach so that we can support all our children whatever their need.

Aims of the Policy

- To create a calm, purposeful and happy learning environment where positive behaviour is encouraged and reinforced by all.
- To foster positive caring attitudes towards everyone where all achievements at all levels are valued and celebrated.
- To develop in all children a sense of self-discipline and an acceptance of responsibility of their actions.
- To develop children's respect for themselves and other children and adults in school.
- To ensure a consistent approach to promoting positive behaviour.
- To develop a shared understanding of expectations and strategies towards behaviour management.
- To ensure that our rules are understood and followed by all.

Positive Environment

In order to create a positive environment, we need to avoid the opportunities for negative behaviour. All adults should follow the strategies below to promote a positive atmosphere around the school.

- Start each day positively, greeting the children individually and allowing time to talk and share their news and interests.
- Each session is a new start. Be positive. Anything negative that happened in the last session or playtime should have been sorted and we move on.
- Be clear what you would like to see from the children – not what you don't want them to do.
- Use 'positive feedback'. Catch children doing the right thing and let them know they are doing well. Make the feedback meaningful and personal to each child.
- Be clear about what you want children to do – one thing at a time. Don't confuse them with multiple instructions.
- Give children prompts to understand what outcomes are expected from an activity so there is no confusion about what they should do.
- Acknowledge feelings and give children time to calm down before talking to them. Tell them you will give them a minute and let them sit aside if they need to.
- Encourage children to tell if they are upset or confused.
- Encourage them to ask questions and say if they don't understand.
- Be aware that many children are unable to tell us how they feel. They may lack confidence, they may not have the language or may be pre-verbal. We have to look for the individual signs of stress and offer appropriate support.

The Curriculum and Learning

We believe that an appropriately planned curriculum that is fun, active and well- focused for the needs of a particular class leads to effective learning and contributes to positive behaviour. It is vital to plan for the needs of individual children and differentiate appropriately for individuals and groups.

Lessons should have clear objectives that the children and all adults in class understand. Marking and feedback should be done with the child and next steps negotiated and put on target card for year 1 and 2 children.

The Classroom

Classroom management and teaching styles have an important influence on children's behaviour

- The classroom should be a welcoming and calm environment where adults' first duty is to support children's well-being, emotional development and learning.
- Are adults used to the best effect?
- Is the furniture arranged for easy access to equipment and good spacing between groups?
- Are resources well maintained so that children are encouraged to look after books and equipment?
- Is the room well cared for and attractive?
- Do the displays give a positive message to children that all children's work is valued?

Procedures

Each class draws up their 'rules of the classroom' which should be displayed for all to see.

All children are involved in drawing up the 'rules of the playground' and these rules are displayed around the playground.

How do we celebrate good behaviour?

- We praise and share good behaviour with others in school
- We share praise with parents
- We give class stickers
- We celebrate good behaviour in our Friday assembly with stickers or certificates.
- Children earn time for 'Golden Time'
- We allocate time on 'galleon' for classes with good behaviour.

Sanctions for poor behaviour

- We will remind child of expected behaviour
- The child will be asked to sit by an adult in class or walk with adult in the playground.
- The child will be given 'time out' for up to 7 minutes (depending on age) to sit at quiet table or space in classroom or 'time out' space in playground.
- For more serious issues an older child may be sent to the headteacher or deputy and may miss playtime.

We have to remember that young children and those who have language and communication difficulties often lack the verbal skills to negotiate and compromise and will push or hurt in order to get what they want or simply out of frustration. Children need to be supported to see how they may have hurt or upset someone else. Adults can help model the appropriate language and behaviour and support the child who has been hurt or upset.

If we are concerned about a child's behaviour, we will discuss these concerns with parents or carers at an early stage and try to find a way to work together to support the child.

Support

- We can make 'contracts' between staff, children and parents.
- We can refer to the Family Support Worker or Early Intervention Team.
- We have two teachers who have been trained to use 'Thrive' which supports children's emotional regulation and stress management.
- We run 'Triple p' parenting courses each term.
- We can refer children to 'Behaviour Support Advisory Service'