

Worlingham CEVC Primary School

POSITIVE BEHAVIOUR MANAGEMENT POLICY

VISION STATEMENT

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:3*



We have also learnt a song which reinforces our Vision Statement 'When God made the garden of creation' emphasising the idea, that both in the world and at our school God loves all of us and there is room for everyone to happily learn.

Every Child Matters

Through our school Christian ethos, values and aims we provide opportunities for all children to develop an understanding of how to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution to society
- Achieve economic well-being

OUR VALUES AND AIMS

We are a happy and inclusive school where children of all faiths are valued individuals.

All children have access to an appropriate primary curriculum which enables them to develop their potential and ultimately take responsibility for their own learning.

We are committed to strive for excellence in education and in our care for each other.

We aim to provide a secure, supportive and enriching environment in which children develop the knowledge and skills to become life long learners and confident members of the community.

Working alongside our local church we encourage and develop Christian values so that our children have mutual respect and care for all people in the world.

Rationale

We believe that children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore we endeavour to maintain high expectations through a consistent and positive behaviour management policy. We wish to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour. As a school we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued

relationships between all members of the school community. As a school, we use the Social and Emotional Aspects of Learning (SEAL) materials to support our children in managing their own behaviour.

Purpose of the Policy

To enable pupils:

- To develop responsibility for their own behaviour
- To develop respect for others
- To encourage and foster positive attitudes
- To develop a co-operative approach
- To develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- To develop an effective range of strategies for dealing with problems.

To enable adults:

- To consistently model high standards of behaviour
- To encourage and support children to develop in the ways above
- To consistently follow an agreed format of rewards and sanctions
- To support each other within the agreed format
- To provide children with a consistent framework of expectations in their whole time at our school
- To ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. circle time.

School Codes

We have different codes for different areas within the school, i.e. Whole School Code (see Appendix 1), Playground code (see Appendix 2), Assembly Code (see Appendix 3); Classroom Rights and Responsibilities (see Appendix 4). These codes are all underpinned by the same philosophy of consistent, positive behaviour management. The codes are written and expressed positively (i.e. not using *'No ... as in 'No running and no fighting'* but rather *'We walk and we respect each other.'*) The codes are displayed prominently around the school and reinforced and referred to regularly, both in assemblies and as part as everyday school life. The Whole School Code, Playground Code and Assembly Code are written and reviewed in conjunction with the children.

Classroom Rights and Responsibilities

The Classroom Rights and Responsibilities are devised by the class and are based on Appendix 4. The format of the Classroom Rights and Responsibilities may be adapted as necessary to the age of the children. By identifying the rights of members of the school, each member has the responsibility to protect and uphold the rights of all of the other members of the school.

Individual Rewards

All children will gain individual rewards for excellent behaviour, work or politeness etc. The individual reward will differ depending on the age range of the children. Individual rewards include stickers and picture smilies.

Celebration of Achievement Assembly

This assembly occurs on a weekly basis to recognise the achievements of the children at an individual and class level. In this assembly, children will be presented with a reward for positive behaviour, work, attitude to work, attendance etc: At the end of each half term a certificate is

given for 'Outstanding Work'. This is celebrated and chosen from the weekly class 'Work of the Week'.

In addition, the achievements of pupils outside of school is also recognised and celebrated in the weekly assembly.

5WS Sheet (see Appendix 5)

If a child's behaviour at playtimes/lunchtime results in them needing to reflect upon the consequences of their actions, they may be asked to complete the Worlingham CEVC Primary School 5Ws Sheet, (Picture Version for Yr R – Yr 2) where they have to consider the following questions: What I did (against our class Rights and Responsibilities), What right I broke and how that made people involved feel, Why I did it (my explanation), What I think I should do to make it better and What I would do if I found myself in the same situation again. This process allows the child to reflect upon the behaviour choices that they have made.

Most day-to-day behaviour issues are managed through the implementation of the 5Ws sheet, with the children taking responsibility for their behaviour.

Reception/Key Stage 1

If a third poor behaviour choice occurs, following two warnings, the child will be removed to a different Key Stage classroom (timeout).

Each morning and afternoon sessions are considered a new start.

Each removal is for five or ten minutes, depending on the age of the child.

No discussion or talking while being removed or having timeout in new classroom. Discussion/explanation is given on return.

More than three warnings i.e. twice in a day children are sent to Mrs Vicky O'Brien, Headteacher and/or Mr Matthew Brown, Deputy Headteacher and parent dialogue to take place.

Key Stage 2

Progression of Sanctions (1-4)

- 1 Reminder of class rights and responsibilities and expected standards of behaviour.
- 2 Time out to reflect – Talking to a teacher.
- 3 Headteacher or Deputy Headteacher involvement (twice in one week)
- 4 Parental involvement.

It is essential that all sanctions are seen to be fair, consistent and immediate.

Playground Behaviour

Playtime can be the most challenging time for children to manage their own behaviour. The highest expectations are placed upon the children to meet the standards as shown in the Playground Code.

We recognise that children's behaviour in the playground is inextricably linked to our behaviour management and PSHE/SEAL teaching in the classroom. Therefore we recognise that all staff must work in partnership to raise standards and maintain consistency.

Midday Supervisory and other staff will reward examples of positive behaviour at lunchtimes by presenting children with stickers.

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APPENDIX 1

Worlingham CEVC Primary School



THE SCHOOL CODE

We walk around school quietly

We show respect and listen to everyone at our school

**We do as we are asked by adults
at our school**

We talk politely and respectfully at our school

We help other people at our school

We wash our hands thoroughly before we go to lunch

We eat our lunch quietly and sensibly

We queue sensibly and quietly

We keep the school clean and tidy

APPENDIX 2

Worlingham CEVC Primary School



PLAYGROUND CODE

We play safely

We play in agreed areas

We look after all the equipment

We're polite and friendly

We follow the rules of the game we're playing

We're polite and helpful to adults

We stay out of the building unless given permission

Worlingham CEVC Primary School



ASSEMBLY CODE

We walk quietly and sensibly to the hall

We sit properly in the hall

We sit next to people we can be sensible with

We keep our hands and feet to ourselves

We listen carefully

We think about what we are listening to

We join in by putting our hand up

We clap sensibly

We leave the hall quietly and with good behaviour

CLASSROOM RIGHTS AND RESPONSIBILITIES

CLASS DECLARATION OF RIGHTS AND RESPONSIBILITIES

We in _____ have decided that we will have the following rights and responsibilities:

We have the right:

- . To feel safe
- . To learn
- . To be happy
- . To be spoken to in a nice, friendly, respectful and polite way
- . To have our property looked after
- . To be told the truth
- . To be told “sorry”
- . To be listened to without interruption
- . To work in a tidy and interesting classroom

We have the responsibility:

- . To make sure everyone else feels safe
- . To make sure everyone else can learn
- . To make sure everyone else is happy
- . To speak to each other in a nice, friendly, respectful and polite way
- . To look after each other’s property
- . To tell the truth
- . To say “sorry” when things have gone wrong
- . To listen to each other without interrupting
- . To keep the classroom clean and tidy

Signed: _____

Date: _____

APPENDIX 5

WORLINGHAM CEVC PRIMARY SCHOOL

KEY STAGE 2 5Ws SHEET

Name _____ Class _____

What I did against our class rights and responsibilities	
What right I broke and how that made the people involved feel	
Why I did it (my explanation)	
What I think I should do to make it better	
What I would do if I found myself in the same situation again	

Signed _____ Date _____

APPENDIX 6

**WORLINGHAM CEVC PRIMARY SCHOOL
RECEPTION/KEY STAGE 1 REFLECTION SHEET**

Name _____ Class _____

What I did that was against our class rights and responsibilities	
How it made that person feel	
What I should have done	

Signed _____ Date _____