

# Rothbury First School

## Positive Behaviour Management Policy

At Rothbury First School, our wish for our children is 'to be the best that you can be by doing the best that you can do'. We want our children to have high expectations, independence, confidence, self-esteem and a sense of responsibility for others as well as themselves. We aim to create a caring and positive environment where children feel happy and secure, and to support each child to fulfil their potential in all subjects of the curriculum and in all aspects of school life.

This Positive Behaviour Management Policy supports these aims by setting out clear expectations for behaviour. We believe that everyone in school has the right to be respected as an individual. We believe that teaching our children the skills of self-discipline, co-operation, respect and tolerance towards others are a crucial part of the curriculum and, more importantly, are essential skills needed in today's society. Without these skills, our academic objectives cannot be achieved and so, by working closely in partnership with parents, our goals can be achieved.

Good standards of behaviour in the classroom are to a large degree determined by the quality of the curriculum, by the use of lively, stimulating and varied teaching styles and by the quality of the relationships and the amount of praise used. All our staff, in the classroom and on the playground, share a positive approach to behaviour management and the emphasis is placed on intrinsic and extrinsic rewards to reinforce and make examples of good behaviour at all times.

At Rothbury First School, we firmly believe that our children need to understand that their behaviour in school is their choice and that they need to learn to make the right choice. Where children choose the correct behaviour then they will be praised for making the right choices. Staff will, however, remind children that if they choose to behave in a negative way then there will be consequences as a result of this.

In our school, we recognise that we will experience some behaviour difficulties as some children are still learning and testing the boundaries of acceptable behaviour. However we also recognise that it is our duty to model good behaviour and to use positive behaviour management strategies to encourage and reinforce good behaviour throughout the school. It is also our duty to look at the needs of each child and, where behavioural needs arise from an underlying Special Educational Needs and Disability (SEND) issue, then we will seek to address these in accordance with our SEND Policy.

The school will:

- expect the highest standards of behaviour possible within each individual's capability;
- encourage children to respond positively and appropriately to a range of situations;
- provide clear boundaries and guidelines for all pupils;
- use the curriculum to help children to understand how their actions affect others and to develop a sense of right and wrong;
- expect all staff to act as role models;
- work as a team, where pupils, staff, parents and governors share a common understanding of the standards of behaviour expected within the school and agree how to achieve this.

## Code of Conduct

The children and staff have worked together to identify a set of Rothbury Promises. This is the code of conduct in child-friendly terms. The children identified that underlying all of the promises is the wish to respect others and to be respected by others, ie: to treat other people the way that you want to be treated yourself.

The Rothbury Promises are:

Work hard  
Be kind  
Be honest  
Be polite  
Be gentle  
Take care of property  
Listen

## Behaviour

Our children are expected to follow the Rothbury Promises. Our staff will encourage them to follow the Promises by explaining that this behaviour is best for them, their friends, other children and everyone else in our school.

## Rewards

By following the Rothbury Promises our children will earn the opportunity to attend Golden Time.

Staff will use the intrinsic rewards of recognition, verbal praise and encouragement as part of their daily practice, however there are times when staff may wish to use an additional extrinsic reward. Such rewards should be motivating and achievable over a relatively short period of time. They can be used to reinforce desirable behaviour and to develop children's self-esteem and confidence.

Additional rewards include:

- Individual stars / stickers / smiley faces
- Show rest of class
- Send children to other staff to share their achievement
- Send children to the Headteacher to receive a golden sticker and praise.
- Talk to parents and/or write a note in the home reading record
- Individual behaviour charts to monitor good behaviour
- School Reward System – builds to a whole school treat
- Certificates (see below)

Certificates: each class from Reception to Year 4 will award a Star of the Week certificate to a child who has followed the Rothbury Promises exceptionally well that week or who has made a significant improvement towards achieving these. On a regular basis, each class teacher will also award either a Maths certificate or a Writing certificate for achievement or progress of notable quality to appropriate children.

## **Consequences**

It is the school's aim to reward appropriate behaviour, however when necessary sanctions will be used in the school to curb inappropriate behaviour and to deal with difficult situations that may escalate. These include:

- Verbal disapproval, express disappointment and raise voice
- Repeat activity sensibly
- Time out from an activity
- Disapproval from other members of staff and from peer group
- Work missed to be caught up at playtime/lunchtime
- Miss the next playtime
- Repeated unacceptable behaviour at playtimes and dinner times may result in time away from the playground with cooling off time with a senior leader if necessary
- Missing some/all of Golden Time

Where children's choice of behaviour is such that the sanction of missing a playtime is invoked, we will aim to inform the parents/carers at the end of that day.

Additional consequences include:

- Parent/child meeting with class teacher
- Miss all playtimes the following day, including social isolation at snacktime and lunchtime
- Parent/child meeting with class teacher and Headteacher
- Internal exclusion
- Home/school behaviour book
- Loss of privilege is an option, e.g. time out/ banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or others.
- In extreme circumstances, exclusion of children will be considered in accordance with the Education Act 1996, the 2012 statutory guidance on exclusion and with guidance from the Local Authority.

## **Staff Behaviour**

It is essential that all members of staff act as a role model and encourage good behaviour throughout the school.

All staff are expected to set a good example in terms of presentation, punctuality and commitment.

All staff should aim to be positive, give praise that is genuine and should treat individuals fairly and consistently.

All staff should aim to communicate effectively and listen carefully to others.

## **Volunteer Behaviour**

Volunteers working in school are requested to act as role models for the Rothbury Promises and encourage good behaviour throughout the school.

Volunteers are requested to set a good example in terms of presentation, punctuality and commitment.

Volunteers are expected to respect the school's confidentiality policy.

## **The School Environment**

Our school aims 'to create a caring and positive environment where children feel happy and secure'.

The physical environment of a school effects children's responses and behaviour.

The school should be kept clean and tidy and displays should promote a positive attitude to children's work and enhance children's self-esteem.

## **In the Classroom**

In the classroom teachers can maintain positive behaviour by:

- establishing appropriate noise levels for different activities
- arranging seating and location of resources to enable children to work effectively
- deciding whether the teacher will move about the classroom or children go to the teacher for a particular activity

Planning how activities and lessons are carried out will affect children's participation and responses. To achieve this teachers should ensure that:

- lessons are planned carefully and that all resources are readily available
- activities begin on time with all children involved
- objectives are clearly stated and understood at the beginning of the session
- work is differentiated to match the pupil's abilities
- individual or group expectations and targets are made clear
- praise comments and feedback to individuals is given
- children are encouraged to ask for help
- children are encouraged to join in discussions

## **Monitoring**

The Positive Behaviour Management Policy should be read in conjunction with the Anti Bullying Policy. The School Council, parents, staff and governors have been consulted in the writing of this policy. This policy is in line with and supports our school aims.

The policy will be reviewed annually by staff and governors.

Policy reviewed by Governors:	November 2016
Policy Issued:	January 2017
Date of next review:	November 2017