

# **Plat Douet School Positive Behaviour Policy**



**September 2021**

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# **Behaviour Policy**

## **A Policy to Promote Positive Behaviour**

### **Values and Vision**

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

#### **Rights Respecting Schools**

**UNCRC Article 3:** Everyone who works with children should do what is best for each child.

**UNCRC Article 19:** You should not be harmed and should be looked after and kept safe.

**UNCRC Article 37:** If you do the wrong thing, you have a right to be treated fairly.

#### **Introduction**

Praise has a powerful and positive impact and provides an opportunity for all pupils to be rewarded for effort, improvement or achievement.

#### **Frequent praise:**

- creates a positive ethos in the classroom;
- gives individual pupils affirmation and raises their self-esteem;
- motivates pupils to repeat the positive behaviour or attendance associated with the praise;
- is most meaningful when the reason for it is given and it relates to achievement.

Constantly reinforcing positive behaviour is more effective than punishing negative behaviour. Rewards that are effective for individual pupils are also likely to be appreciated by their peers. Rewards will only have a long-term effect on learning if they take account of what pupils find motivating. Pupils will find rewards motivating if they are genuinely earned, sincerely given, proportionate to the action and sensitive to the pupil's age, ability, culture, faith and other issues.

#### **Rationale**

We aim to:

- provide a welcoming and caring learning environment in which the whole school community works together to inspire each child to become a responsible citizen in an ever-changing world.
- help promote a consistent approach throughout the whole school community of children, staff and parents/carers.

This policy aims to:

- clarify what is meant by 'positive behaviour' in school.
- give structure and act as a point of reference for staff guidance in the promotion of positive behaviour.

#### **Aims**

The broad aim of the policy is to encourage positive behaviour at all times. Positive behaviour is essential for effective learning and teaching to take place.

### **Encouraging Positive Behaviour**

We believe that encouraging children and praising them for displaying specific, positive behaviour is more effective than reprimanding them for inappropriate behaviour.

The following list of **strategies and approaches for encouraging positive behaviour** in and around the school should be implemented by all staff:

### **Praise**

Praise is the most effective tool for promoting positive behaviour. Wherever possible staff should praise the child who is doing the right thing and tactically ignore the child who is behaving inappropriately. Effective, labelled praise should be used by all staff at every opportunity (e.g. “Well done for walking in so quietly”, “I do like the way that you’re sitting to listen”.)

### **Promoting Self Esteem**

Praise helps to develop self-esteem and confidence within each child. A positive self-image will enable the child to deal with his/her emotions in an appropriate manner and avoid developing behavioural problems. Self-esteem is promoted through ‘Community building’ activities in the classroom. Staff members play an important role by dealing sensitively with children’s social and academic concerns. Children requiring extra support to boost their self-esteem may be referred to Well Being Support by their teacher or parents. Alternatively, they may receive extra class-based support in a small group or on a one-to-one basis.

### **Well Being Support**

Well Being Support promotes positive behaviour through:

- raising self-awareness
- building a positive self-image
- developing confidence
- managing emotions
- improving communication skills
- encouraging individuals to deal with conflict in a positive way

### **Giving children recognition and responsibility**

*(Due to restrictions imposed during the Covid Pandemic the below opportunities are on hold until restrictions are lifted)*

- **Monitors**

Children are given responsibility both within the classroom and the school community e.g. IT monitors, shed monitors, today’s helper (Foundation Stage).

- **KS2 Golden Badges**

At the start of Y3, all children who have not lost Golden Time whilst in Y2, are awarded a ‘Golden Badge’. Whilst in KS2, children who consistently follow the Golden Rules and never lose Golden Time are recommended to the Headteacher or Deputy Headteacher by their class teacher. Their names are written on a board in the staffroom and all members of staff need to agree that each child is deserving of a Golden Badge. Golden Badge status children have certain privileges e.g. eat their lunch with minimal supervision and have access to the quiet garden or library at specified times.

- **Class Council (Y2 to Y6)**

Classes have regular meetings to discuss issues relating to the class and school community. Each class has a democratic vote to elect two children who represent that class in the School Council for the academic year. A class book recording the minutes from the meeting is taken to the School Council meeting.

- **School Council (Y2 to Y6)**

Frequent School Council meetings are held and issues and ideas relating to school improvement are brought forward for discussion and consideration. Staff are given minutes from these meetings.

- **Peer Mediators (Max Agents Y4 – Y6)**

Peer Mediators help to resolve minor classroom and playground disagreements. They are given tuition from a fully trained member of staff. Children wishing to resolve their differences request a meeting with Peer Mediators at a lunchtime appointment.

- **Playground Friends**

Playground friends support Reception and Key Stage One children during lunchtimes. They act as positive role-models who assist during the eating part of lunch and help to supervise and engage children during play.

Children wishing to become Playground Friends for the term must apply in writing to the Headteacher. They are given support and guidance before taking up their role.

### **Circle Time**

As an integral part of the school's P.S.H.E. programme all children have the opportunity to engage in Circle Time activities. Circle Time provides a safe environment for children to express and share their feelings and to consider the feelings of others (see P.S.H.E. Policy).

### **Social Skills**

The school operates a social skills programme which sets out to introduce a new social skill to the children at regular intervals. The skills are identified by the staff as a priority for the school community. Teachers then review a particular skill with the children, giving them an opportunity to practise that skill. The current social skill is displayed prominently around the school and children are regularly praised when noticed demonstrating these skills (see P.S.H.E. Policy).

### **Golden Time**

Golden Time is a special reward given to all children who have followed the Golden Rules throughout that week. In Y1 to Y6 classes the final timetabled session (2:30 – 2:55) on a Friday afternoon will be 'Golden Time.' As soon as possible on a Monday, every class negotiates the Golden Time activity or activities that the class will enjoy that week. On a Monday afternoon, these activities are recorded and displayed in the staffroom.

Teachers are encouraged to be creative to make Golden Time as exciting and special as possible by including e.g. mixed class / buddying / free-flow Golden Time; cookery; disco; box of special activities; special sports. In addition to these activities there will occasionally be a Headteacher's / Deputy Headteacher's Party to which two children from each class (Y1 - Y6) are invited as a special reward. It is not appropriate for children to bring toys from home for Golden Time or at any other time, unless specifically requested by the class teacher. Every other Golden Time should include physical activity.

### **Other Rewards and Incentives**

In addition to Golden Time, teachers may operate an incentive system that is specific to their class, where extra rewards are given to encourage children to follow the Golden Rules and the Class Contract. Examples of these incentives are: Pupil of the week, Star of the week, group treat in Well-Being room or Quiet Garden, PE Superstar etc.

### **Class Contract**

Each class negotiates a Class Contract at the beginning of the academic year in September. This Contract is a social contract that helps to create a 'safe place to be' for each individual in the class community. It provides a structure within which expectations are established and to which children and staff can hold one another accountable. The contract should give consideration to the Rights Respecting Schools Class Charter and class rules. The Class Contract is agreed by the whole class and signed by children and staff. A copy is prominently displayed in the classroom as a point of reference. The Class Contract should be regularly revisited throughout the year.

### **Reinforcing rules**

- Consistent and proactive approach

All staff need to be vigilant and consistent in their approach towards ensuring high standards of behaviour. Inappropriate behaviour should be dealt with immediately whether observed on the school premises or during an offsite visit / trip / organised sports (this includes extra-curricular activities and clubs).

- Assemblies

Year Group, Key Stage and Whole school assemblies are sometimes used to promote and reinforce certain behaviour rules and expectations.

- Staff as Role Models

Staff members are expected to set a good example to the children and parents and the whole school community (see staff code of conduct). To enable appropriate supervision and a smooth transition from one activity to another, staff must ensure they are organised and prompt.

### **Foundation Stage approaches**

Wherever possible, the Foundation Stage follows the Whole School Guidelines. However, this is not always appropriate. The age and maturity of the child is taken into consideration. Rules, in the Foundation Stage, are clearly displayed in the classrooms using age-appropriate language and picture prompts. Appropriate behaviour is modelled whenever possible. Each day is a 'fresh start' and in Reception, 'Golden Time' at the end of the week is replaced by a daily 'class reward' time of 5 – 10 minutes at the end of each day.

### **Sanctions and Procedures**

Despite our positive approach, there are occasions where individual children can not keep to the rules. In these instances, we have a series of sanctions.

### **Loss of Golden Time**

Children should be aware that if they infringe other people's rights by breaking the Golden Rules, there will be consequences. The main sanction to be used across the school is the loss of five minutes Golden Time.

- Initially the teacher / support staff member will warn a child that he/she is displaying behaviour that is not appropriate. (In KS1 staff may ask the child to sit on the Thinking Chair for reflection time.)
- If the child continues to display inappropriate behaviour after a warning, s/he will lose 5 minutes Golden Time. (In KS1 staff may ask the child to sit on the Thinking Chair for reflection time and to stop the incident escalating.)
- S/he can earn this time back if his/her behaviour improves sufficiently, but this time must be given back by the same adult unless an agreement has been made between the adult and the child's class teacher.

**Children should be given every opportunity to quickly earn back the five minutes that they have lost.** In order to help the child, it might be appropriate for the class teacher to move the child to a more suitable place within the classroom.

Each session should be started afresh.

Loss of Golden Time should not be issued as a 'blanket punishment' to a whole class. A child should not be sent out of class to stand in the corridor.

Staff will record the loss of Golden Time on a chart that will be clearly displayed in the classroom.

Those children who have lost some of their Golden Time will sit with a sand-timer for the required time while the rest of their class enjoys their Golden Time.

Children who have lost all of their Golden Time will be sent to the Headteacher or Deputy Headteacher.

### **Sanction Cards**

**Yellow Cards** are a sanction to be used if a pupil's behaviour is confrontational or disturbs the learning / teaching during lesson time.

**Blue Cards** are a sanction to be used if a pupil breaks the Playground Rules or Golden Rules during playtimes, before school, after school and at school clubs.

**Pink Cards** are a sanction to be used if a pupil behaves inappropriately during lunchtime eating sessions.

**A Red Card** will be issued for -

- vicious and/or unprovoked aggressive behaviour
- repeated confrontational behaviour towards a member of staff
- bullying
- swearing at a member of staff
- dangerous behaviour which continues after a warning
- racism
- stealing
- receiving 4 Yellow, Blue or Pink Cards within the week

See attached appendices for further details of Yellow, Pink, Blue and Red Card procedures.

**Pupils who have Golden Badge status but then receive a card sanction or start to lose Golden Time.**

Initially the Golden Badge is taken away, by the Headteacher or Deputy Headteacher, for a week or fortnight. If the pupil has returned to keeping the Golden Rules during that time, the badge is returned. If problems continue, the badge is removed and the procedure for attaining Golden Badge status will start again.

**Individual Behaviour Plans**

There may be a small minority of pupils with emotional and/ or behavioural difficulties for whom this behaviour policy does not work. In these cases the pupil will have a specific behaviour plan outlining the strategies and support to be given to him / her which may include: special incentives and a 'behaviour chart', the use of a carpet square for sitting on the floor, the use of 'stress-busters', a wobble cushion or alternative arrangements for play and lunch-time.

**Emotional Distress**

Certain types of inappropriate behaviour stem from a child experiencing emotional distress. The teacher in charge of the class must ensure that the Headteacher / Deputy Headteacher, then the parents, are informed immediately if a child is displaying signs of acute emotional distress.

**Working in Partnership with Parents/Carers**

**Informing Parents/Carers**

To create a consistent and positive approach to good behaviour at home and school all parents/carers are issued with a copy of 'Promoting Positive Behaviour at Plat Douet School' leaflet. This leaflet informs them of our approaches and sanctions.

Parents/carers are also invited to sign a 'Home/School Agreement' to further promote positive relationships.

Review Date:  
January 2023