



*Lifelong learning, striving for excellence*

## **Olveston CEVC Primary School**

### **Positive Behaviour Policy**

#### **Rationale:**

The governors and staff of Olveston CEVC Primary School seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and for the environment. This policy applies throughout the school day.

#### **Purposes:**

- To enable quality learning and teaching opportunities for everyone in school
- To help every child develop a pride in themselves, their class and the school as a whole
- To create a caring environment where there is mutual respect
- To take pride in our school environment and have respect for the property of others
- To reinforce efforts to behave positively and learn well
- To work positively with parents to promote good behaviour
- To ensure consistency of approach and understanding by all adults and children in school

#### **Behaviour for Learning:**

By positively reinforcing good behaviour, expectations are modelled across the school day. Every child has good behaviour recognised and begins afresh every day. All staff recognise good behaviour through praise and rewards. Children are sent to other members of staff the receive praise or reward for good learning behaviour. Each class works with the teacher to create a 'contract' for behaviour that will ensure successful learning.

Our whole school **Golden Rules** are shared during collective worship and are displayed around the school. These are:

We will...

- ✓ Be polite and helpful to everyone.
- ✓ Concentrate and do our best.
- ✓ Look after all property and school equipment.
- ✓ Listen to each other.
- ✓ Tell an adult if someone is hurt or unhappy.
- ✓ Take pride in our school and the environment.
- ✓ Consider other people's feelings.
- ✓ Walk around the school and play safely.
- ✓ Be honest.

All adults endeavour to reinforce this guidance at all times around the school.

At all times the class teacher has responsibility for ensuring a positive learning environment which may result in them using alternative strategies to achieve this.

## Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. When the overall climate is friendly but firm, disruptive behaviour is far less likely to occur. When it does, our experienced teachers use a variety of strategies and skills to curb such behaviour.

## Rewards:

Rewards are most effective if they follow immediately upon the desired behaviour, and if the child in question really does find the reward rewarding! Verbal praise and approval are valued rewards, and can be accompanied by an appropriate physical gesture if the child responds well to this. This can be reinforced by other staff (including learning assistants) - children love to receive praise from others as well as their teacher.

Each class teacher establishes a reward system appropriate to the age range of the class. However there is a consistent approach in the nature of the reward system. Each class works towards a class treat/Golden time.

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the Headteacher, who praises the child(ren) verbally and gives a certificate. This is celebrated publicly by the whole school in the Friday Celebration Assembly. The Head Teacher encourages teachers to send children to the office to share outstanding work.

## Sanctions

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

The '**Tiered Process**' for sanctions is as follows:

All children start on **GREEN**.

**Step 1.** A verbal warning

**Step 2.** A visual warning.

- **KS1** child's name moved onto **YELLOW** card.
- **KS2** YELLOW card given.

The child returns to GREEN at the end of each session

**Step 3.** A repeat of poor behaviour results in the child moving to **ORANGE**.

- **KS1** child's name moves to ORANGE card.
- **KS2** child is given an ORANGE card.

Where appropriate, the child may be moved to work on his/her own. The ORANGE card stays with the child until the end of the day.) *New day starts on GREEN.*

**Step 4.** If the behaviour persists the child is moved to **RED** and sent to see the Head Teacher.

- **KS1** child moved onto RED card.
- **KS2** RED card given.

The Head Teacher will ring or meet with parents in order to prevent a reoccurrence of the behaviour.

The Head Teacher discusses the incident with the child and a 1 day class exclusion may take place at the Head Teacher's discretion. If a class exclusion is issued, the child will be expected to work outside the office for the day. On rare occasions, a fixed term exclusion may be necessary. The Head Teacher will follow South Gloucestershire exclusion guidelines.

Each class teacher (KS1 & KS2) will use their discretion according to the individual situation. A simplified version is used in the Foundation Stage. Teachers may also skip steps for serious misdemeanours. A teacher may decide to keep a child back at playtime or lunchtime to finish/catch up on work due to behaviour issues or motivational issues. The term 'detention' is not used, however high expectations are set for the completion of work linked to a child's ability.

### **Playtimes/Lunchtimes**

Lunchtimes are a time for promoting social skills in the playground, canteen and classrooms. We have a number of games and planned activities led by the children and we value the support of our Play Leader during each lunchtime. Children go to the canteen in an orderly fashion and say 'Grace' before eating. We encourage good manners in this social situation. The Lunchbreak Supervisors have rewards for good behaviour – stickers, certificates and 'Golden Placemats'.

### **Behaviour Strategies at playtime/lunchtime**

Children follow the Golden Rules for playtimes and lunchtimes. The same tiered approach is used by SMSA staff.

Step 1. A verbal warning.

Step 2. A visual warning –yellow card shown.

Step 3. A visual warning – orange card shown and child has 'thinking time' (up to 10mins, age related).

Step 4. A red card given and child sent to Head teacher.

### **Children with behavioural/special needs:**

Following the laws about SEN and exclusion, we ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children with Special Needs will require an Individual Behaviour Plan which will have different targets, rewards and sanctions (these are reviewed termly). This has to be flexible and therefore may differ from the Behaviour Policy.

Date Reviewed: November 2011

Signed: \_\_\_\_\_

Date to be Reviewed: November 2013