

# **Howes Community Primary School**



## **Positive Behaviour Policy**

## HOWES COMMUNITY PRIMARY SCHOOL

### POSITIVE BEHAVIOUR POLICY

At Howes Community Primary School, the aim is that all members of the school community feel safe, valued, respected and everyone believes that they are cared for and treated fairly. We believe that the most effective way of achieving our aims is to encourage and praise POSITIVE behaviour. The following policy is therefore designed to support everyone in the school community to understand clear boundaries, so that we can live, work, and grow together in an environment that protects, encourages, and enables all to thrive. Working collaboratively, we will create a safe, stimulating, and inclusive environment which enables every member of the school community to be the best they can be.

Our school ethos is built on principles and core values. We encourage cooperation, consideration, and good manners, which promote British Values for strong citizenship. Our school values (FRIEND) are integral to all aspect of school life and are explored and celebrated each half term.

**FRIENDSHIP  
RESPECT  
INTEGRITY  
EQUALITY  
NURTURE  
DETERMINATION**

**At Howes Community Primary School, we believe that we can  
work together to ensure that every child can  
'be the best that they can be'.**



## **REWARDING POSITIVE BEHAVIOUR**

The school always rewards good behaviour, believing that this will develop an ethos of kindness and cooperation. Rewards are appropriate to age and developmental stage and are used consistently throughout the whole school community.

Rewards may include:

- stickers
- special responsibility
- certificates
- sharing work with the Leadership Team
- house points
- raffle tickets/class prizes

Children will be awarded house point stickers for individual achievement and effort. Children will save their stickers on an individual chart. Once the chart is complete, they will be awarded with a certificate and an ultimate house point. The house points will also be added to a whole class chart and totals will be collected on a weekly basis. The results will be shared during celebration assembly. At the end of each week a trophy will be presented to the house with the most number of points and the team's colours added to the trophy. The trophy will also be presented at the end of each term and the winning house will receive an extra treat.

Children are made aware of how to gain house points and ultimate housepoints. These include;

- excellent contributions
- kind / caring behaviour
- excellent attitude
- extra-curricular work
- work towards a whole school, team or class target
- following the school rules
- showing positive behaviour towards their learning

## **ROUX'S SCHOOL RULES**

The School Rules are displayed throughout the school and should be followed at all times.

1. At Howes, we are polite, kind and helpful.
  2. At Howes, we listen to other people.
  3. At Howes we always tell the truth.
  4. At Howes, we look after everything in school.
  5. At Howes, we try to be the best that we can be.
- ... and we smile!

We encourage children to follow the School Rules using a classroom behaviour chart. This is used to reward and sanction and is actioned by all members of the school community. The colours on the display are as follows:

Gold- children are moved to gold for consistently good behaviour. When a child moves to gold they are rewarded at the end of the day.

Silver – children are moved to silver for excellent behaviour.

Green- each child begins on green each day, they remain on green for showing expected behaviour.

Yellow - (see number 3 below) - the child receives a second verbal warning and a visual reminder. Children have opportunity to move back to green for showing expected behaviour but if they remain on yellow all day there will be a consequence.

Orange - (see number 4 below) - the child is given their second visual warning and as a consequence they are removed from the situation.

Red (see numbers 5 and 6 below) children are moved to red for repeated unwanted behaviour or violent or aggressive behaviour.

### **AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

As with rewards for positive behaviour, it is vitally important that we deal with any unwanted behaviour in an agreed and consistent way. We acknowledge that the response will depend upon the severity of the incident and will acknowledge the age and developmental stage of each individual child.

When addressing unwanted behaviours, the focus will be on the behaviour and children will be taught to be responsible for the behaviour choices that they make. We believe that a child showing unwanted behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they continue to misbehave. At every stage praise is used when the child has modified their behaviour appropriately. We recognise that ongoing communication with parents is an important part of this process.

To provide such opportunities staff use positive praise and highlight modelled appropriate behaviour as the first step for handling any unwanted behaviour. If the unwanted behaviour persists, then the following sanction steps will be followed by all members of the school community.

1. The child will be given a non-verbal warning as a reminder for behaviour that is unwanted and disruptive to learning and breaks one of our school rules.
2. The child will be given a verbal warning reminding them of the unwanted behaviour being displayed and a reminder of the school rule that they are not adhering to.
3. A repeat of the verbal request is accompanied with a visual reminder. The child's name is moved to yellow on the behaviour chart with an explanation of consequences. The child has opportunity to amend their behaviour moving back to green for showing expected behaviour. If the child's name is still on yellow at the end of the day, they will miss 5 minutes of break time the following day with the class teacher.
4. A repeat of the verbal and visual reminder is given. The child's name is moved to orange on the behaviour chart with an explanation of consequences. The child is removed from the situation to either elsewhere in the room or to another class to complete their work without causing further disruption to others. They also miss 5 minutes of the following break time.
5. For persistent unwanted behaviour or violent, aggressive, or discriminatory behaviour the child's name is moved to red with an explanation of the consequences. The child's name will remain on red for the day, the incident will be recorded in the class RED behaviour book, and they will spend the following playtime with the Headteacher or Assistant Headteacher.
6. If the child's name appears in the class behaviour book 3 times in a half term, then a meeting shall be held between SLT and the child's parents/carers.
7. If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step and an Individual Behaviour Plan (IBP) may be put in place. Other external agencies may also be involved
8. In extreme cases, a child may be excluded from school. In such cases, the latest guidelines from the Local Authority (LA) will always be strictly adhered to.

(See Howes' Sanction Steps)

As a school, Howes promotes positive behaviours for learning. Staff will encourage children to work at appropriate levels of challenge and to complete tasks within lesson times. There may be times where staff ask children to remain inside to complete work during playtime and lunchtime if the children have not done so during lessons.

Some staff at Howes are trained in Team Teach as an accredited method of positive handling strategies which are used to support a child when their actions are deemed to be a risk to their own safety or that of other children or adults. It is always used as a last resort after staff have employed calming, distraction and de-escalation strategies with a child.

All staff will use positive handling within the parameters that whatever action is taken is in the best interests of the child. If there is any use of positive handling strategies used to support a child, a record of this will be made.

This policy has been developed to try to represent the views of children, governors, parents, support staff and teachers. We would like to think that all members of the school community will do their best to follow this policy.

Updated September 2022     Zoe Pollard

To be reviewed in September 2023