

# Sandwood Primary School & LCR



## Promoting Positive Behaviour Policy



getting  
it right  
for every child





Sandwood Primary School

## **PROMOTING POSITIVE BEHAVIOUR POLICY**



### **AIM**

Through promoting positive behaviour we aim to make Sandwood Primary school a place where everyone is **Safe, Happy and Healthy** and our pupils have the opportunity to achieve their full potential.

### **As a staff we all:**

- Work together to create, develop and maintain a positive nurturing climate, ethos and relationship with children and each other
- Have high but realistic expectations of learners and ourselves
- Recognise and reinforce achievements from all learners at their own levels
- Teach, encourage and recognise positive behaviours in our learners

### **SCHOOL VALUES**

All pupils to be encouraged and supported to display our school values at all times. All conversations around behaviour and choices will link with our values.

**R**esilience

**E**ffort

**S**uccess

**P**ositivity

**E**quity

**C**aring

**T**eamwork

It is very important that all staff recognise pupils who display Our School Values. Staff recognise that all pupils are different and that for some 'catching the Golden moment' and the use of praise supports pupils to make good choices.

## **GOLDEN TIME**

We encourage our pupils to follow our school rules by using a variety of positive incentives. Our main incentive is Golden Time. Pupils earn increments of 5 minutes throughout the week up to a total of 45 minutes towards a Golden Time activity of their choice on Friday afternoon e.g. arts and crafts, zumba, football, ICT etc.



### **GOOD TO BE GREEN**

Good to be Green is a reward incentive which links with our Golden Time system. This helps our pupils earn their 5 minutes of Golden Time by allowing chances to make better choices and is a visual aid to warn pupils if they are not on track to earn their 5 minutes.



## **HOUSE POINTS**

Willow

Rowan

Lime

Scotts Pine

House Points can be awarded by any member of staff to **whole classes** or **individuals** for displaying positive behaviours such as lining up quietly, working well in class, walking quietly in corridors, completing homework on time, bringing PE kit, wearing indoor gym shoes etc.

Each week House and Vice Captains count the House Points. The winning House is recorded each week and at the end of the term the winning house receives a House Treat e.g. cinema afternoon, inflatable assault course, trip to the park etc.

In addition we also use:-

- Verbal praise
- Stickers
- Certificates
- Visit HT and DHT
- Individual class approaches

## **CONSEQUENCES**

Where pupils are choosing to behave inappropriately and not follow the school rules, the Good to be Green system is used to assist as a visual to support a change

in behaviour as follows:-

### **WARNING SYSTEM**

#### **Warning 1**

- 1<sup>st</sup> verbal warning.
- Green card is turned.

#### **Warning 2**

- 2<sup>nd</sup> verbal warning
- Yellow card on chart.
- Options offered / teacher praise and support offered to help get back on track.
- Time can be earned back if the behaviour improves/pupil trying hard.

#### **Warning 3**

- 3<sup>rd</sup> verbal warning.



- Red card on chart.
- Pupil reminded that still can move back to green through effort.
- Pupil has not earned 5 minutes Golden Time if still on red at end of session.

Pupils are allowed the opportunity to earn back Golden Time as we recognise that the effort to manage behaviour for some pupils is much more challenging than others. Teachers will offer support and options to pupils if a card is turned to enable earning this back. Time has to be given to the pupil to try and do this and cognisance must be taken of individual needs.

### **REFLECTION TIME**

For those pupils who have not been able to earn all their Golden Time they carry out Reflection Time during Golden Time i.e. miss out on the activity for that length of time in class, for the amount of time they have not earned. A Restorative conversation could take place at this time.



### **RESTORATIVE APPROACHES**

We use a Restorative Approach to dealing with incidents and conflict, supporting pupils to resolve incidents through discussion to understand why the incident occurred and to offer solutions.

The following key questions are used to support Restorative Conversations:-

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who else has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?



### **ADDITIONAL SUPPORT**

For pupils who continue to have difficulty managing their behaviour, extra support may be required to ensure that effective learning and teaching can take place for all, and to enable these children to participate in the daily school structure.



**Learning Knows No Bounds**

This may include:

- Regular behaviour target setting (short/long term) above and beyond that done with the whole class
- An individual behaviour chart
- Regular phone-calls or emails between home and school
- Weekly behaviour log

For our pupils who have additional support needs we have individual strategies and approaches in place to support these pupils to be able to follow our school rules and to engage appropriately with others in school.

### **EXCLUSION**

Our aim at Sandwood Primary is to keep all children fully included, engaged and involved in their education. However, as a last resort, it may be necessary to



exclude a pupil who displays extreme behaviours to allow time to; reflect and take responsibility, review any support plans, support other pupils or staff affected by the behaviour, carry out a risk assessment or arrange a meeting with the authority.

## **WORKING IN PARTNERSHIP**

Research suggests that pupils do well at school when parents/carers support the work of the school and there is a strong sense of partnership between home and school. Parents/carers can help promote positive behaviour by emphasising the need for good behaviour at school and praising achievement and success. The school keep regular contact with families to support pupils who attend Reflection Time or are experiencing challenges following the school rules. In addition we strongly encourage the wearing of our school uniform which helps to build a sense of identity, pride and belonging within the school community.

