

# 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 display our school values 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.



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 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.

Willow

Rowan

Lime

Scott's Pine

## **HOUSE POINTS**

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 on our totaliser 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 to a member of The Senior Management Team to receive a sticker / award.
- Individual class approaches
- Assemblies to celebrate achievements

## **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?

## **CONSEQUENCES**

There may at times be the need to put a consequence in place to support change in behaviour. This will be in line with what has happened and be designed to help pupils make better choices.

## **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 our school values. 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.



## **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.



This may include:

- Target setting (short/long term) above and beyond that done with the whole class
- An individual target chart
- Regular phone-calls or emails between home and school
- Weekly communication log
- Support from wider agencies – Quarriers, School Nurse etc.

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 values and to engage appropriately with others in school.

## **LANGUAGE AND COMMUNICATION RESOURCE**



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

In our LCR we use approaches that recognise and build on the learner's cognitive ability, emotional state, developmental ability and attitude.

Humans experience a range of strength in the feelings they have in different situations. Adults can be very effective in helping children stay within the optimal range. To do this, they need to be aware of how behaviours can be a cue to either over- or under-arousal.

Children who are experiencing short term or long-term difficulties and who are still learning how to manage their feelings and what are appropriate expressions of them may well have narrower zones of tolerance.

In our LCR teachers use bespoke approaches to support need.

Mrs Blair (PT) organises Red Letter Days . This is a monthly celebration of our children's achievements in school and in the wider community.

Class teachers choose a child each month to receive this award. The reward will be in the form of a letter written on specially designed paper, posted to the child's home in a red envelope with a seal on the flap.

It notifies the parent/carer of the reasons why their child has been nominated for the award.

A copy of the letter will be displayed on the 'Red Letter Days' wall.

The children who have been nominated for these awards will attend a little celebration and prize giving with senior management staff.

"If a child doesn't know how to read, we teach"

"If a child doesn't know how to swim, we teach"

"If a child doesn't know how to multiply, we teach"

"If a child doesn't know how to drive, we teach"

"If a child doesn't know how to behave, we.....  
teach?.....punish?"

*"Why can't we finish the last sentence as  
automatically as we do the others?"*