

Promoting Positive Behaviour



School Values

Because everyone is sacred, we aim to work in partnership with parents, governors and parish so that together we can build each child's confidence and self esteem, creating a calm and purposeful atmosphere throughout the school where high expectations of behaviour and achievement are expected of everyone.

'Everyone is Sacred'

Co-operation

Reflection

Respect

Rewards

The vast majority of pupils are extremely well behaved ALL of the time. They are rewarded through positive comments, house points, Good Work Assembly certificates, stars and visits to the Head teacher and texts home.

We also have a formal house point system in place which rewards:

- Exceptional effort
- Good progress
- High quality work
- Completing homework
- Good behaviour
(an effort to improve, being a positive role model, good participation)

House points are tallied up once a term and there are rewards to be earned. Each child is allocated to a house; their house points are added to the team's total. The house with the most points receives a reward at the end of each term. Children can earn awards for the individual house points they earn.

Individual House Points

- 150 house points = bronze award.
- 250 house points = silver award
and school pen
- 500 house points = gold award
& golden star badge

Certificates

If a child has made a particularly good effort with their work, acted as a good role model, produced excellent writing or done something extra special during the week, we will send a Head teacher's letter home to tell parents that their child is to receive a certificate during that week's Good Work Assembly which is held every Friday at 9am.

Each half term the school will have a special Good Work Assembly and award Gold, Silver and Bronze certificates. At this assembly we celebrate the good work of a number of children who have worked consistently well over the whole half term.

Star Students

At the end of each week, children with 'star' behaviour, i.e. have remained on green all week and therefore have received no warnings, are given a golden star sticker as a reward. This is stuck onto a collection card or into class book.

At the end of each HALF term, children who have collected a certain amount of STARS receive a reward for their behaviour and effort. Children who have been unable to collect the required amount of gold stars take part in an afternoon of reflection led by our Pastoral Lead.

Consequences

If a child makes a wrong choice with regards to their behaviour they will be reminded about the school rules and our expectations. If the behaviour continues then the following system of sanctions is followed:

1st warning—a verbal warning is given to the child explaining why the behaviour is unacceptable and their name is moved from green to amber.

2nd warning—a second verbal warning is once again given explaining why the behaviour is unacceptable and their name is moved to red.

3rd warning—a third warning means they are moved to an area of the classroom designated as a 'time out' space where they are expected to continue with their work for an acceptable period of time. A place will be allocated on the playground for when this happens during a break/lunch time.

After the third warning if a child continues to misbehave the child is told they will be in the reflection area of the Jubilee Lodge room on the following Monday or Thursday lunchtime. A letter will be sent to the parents/carers explaining why their child is having time in the reflection room so that parents can discuss the reason with their child. This will be recorded in the class behaviour book.

Once a child has spent more than five playtimes in the reflection room, within a half term period, they will be sent to their partner classroom or the time-out space with work for the following day/s. However when an immediate response is needed to ensure the class learning environment remains calm a child may be moved directly to the partner class and Mrs. Brown, Mrs. Day or Mrs. Nott informed. In both instances Mrs. Brown may contact the parents and arrange a meeting with the child, parents, class teacher and SENCo. A positive behaviour contract will be drawn up. After a month this contract will be reviewed by all people involved or sooner if the inappropriate behaviour continues. Support from outside agencies may be sought to work with parents and school in order to bring about positive change. We hope by working closely with parents and carers any further fixed or permanent exclusions can be avoided.

The principle behind this system is that the child has plenty of opportunities to reflect upon and modify their behaviour whilst the disruption to other pupils is minimized.

In certain circumstances individual children will be issued with a 'Behaviour Report Record'. This will be reviewed daily and gives the child the opportunity to regulate and score their own behaviour.

The partner classrooms are:

Year One - Year Five

Year Two -Year Four

Year Three-Year Six

What support is there for children who are experiencing difficulties

Some children will not start at the beginning of the sanctions hierarchy as their actions will require a more individualized response to meet their needs.

The school reserves the right that under certain circumstances sanctions can be escalated to exclusion without the prior need for verbal and written warnings.

The school has a whole range of provisions which support pupils and promote positive learning behaviour. For example, our support includes Thrive, Meet and Greet, SEAL, 1:1 contacts and catch ups, time-out opportunities and the work of our play therapist Jane Doidge.

Thrive & SEAL Rooms

The Jubilee Lodge provides a space for specific learning and support programmes to enable children to focus upon developing social and emotional skills. Once children have a secure foundation of these skills then learning in the classroom is far more successful.

Many members of staff have received THRIVE training and one member of staff delivers small SEAL group sessions across the whole school. In addition to the specialized programmes they offer, they also regularly run 'drop-in' to lessons to check pupils are on-task and learning. If they are experiencing difficulties then support will be offered to get them back on-track. Check in's happen throughout the day including during play time.

Teaching Assistants

Teaching assistants support the children in the classroom by promoting and modeling positive learning skills. Although support is provided, children are ultimately encouraged to be independent and are expected to evaluate their own learning to improve their own performance.

Breakfast Club

For some children, the transition from home to school in the morning can be difficult. We offer these pupils the opportunity to attend breakfast club so that they start learning in a positive way. It also provides opportunities to develop social communication skills.

Anything else you would like to know

Please pop in and ask, we will be pleased to answer your questions.