

Wellington Primary School



Policy for Positive Behaviour

Date of review January 2016

Date of next review January 2017

Positive Behaviour Policy

1. Vision

Positive Behaviour is a necessary part of the provisions we make at Wellington Primary school to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

2. Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

3. Teaching Positive Behaviour

At Wellington we believe that positive behaviour in children stems from learning the core skills and abilities identified in our Values Education Programme and supported by our Golden Rules. The values taught on a two year rolling programme are:-

- Co-operation,
- Peace
- Caring
- Respect
- Hope
- Humility
- Responsibility
- Love
- Trust
- Patience
- Courage
- Friendship

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour - Golden Time, Star of the week, Golden raffle tickets, Marbles in the jar.
- Using negative consequences to discourage the learning of inappropriate behaviour - Loss of Golden time.
- Teaching the skills and abilities through Assemblies and planned opportunities in lessons.
- Weekly Circle Time activities in our classes.
- A targeted group of children working through the Friends programme.

4. Rules, Routines and Mottos

The school's Behaviour Policy should be reviewed annually. Whole school mottos should be negotiated and agreed by the school community. These mottos should form the basis of classroom, school and playground ground rules and routines. Our school motto is:-

Wellington: Working together to succeed

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be. Golden Rules values will be followed in all areas of school.

5. Specific School Rules and Routines

Golden Rules

We are gentle.

We are kind and helpful.

We listen.

We are honest.

We work hard.

We look after property.

6. Responsibilities

Staff Responsibilities

- To treat all children fairly and with respect;
- To help all children to develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To use positive and negative consequences clearly and consistently;
- To be a good role model;
- To form positive relationships with parents and children;
- To recognise and value the strengths of all children; and
- To offer a framework for teaching the personal, social and emotional skills and abilities which underpin the school's behaviour policy.
- To keep the Golden Rules.

7. Parents' Responsibilities

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy; and
- To be aware of the Golden Rules.

8. Children's Responsibilities

- To keep the Golden rules

9. Positive Consequences (Rewards)

At Wellington we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we

recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

- Golden Time
- Marbles in the jar
- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise;
- Showing work to another teacher and or to the Head teacher;
- Stickers, star charts
- Certificates
- Star of the week
- Displaying work
- Celebration assemblies
- Golden raffle tickets
- Circle times
- Tea Party with the Head Teacher
- House Points; non-uniform days

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

10.Negative Consequences (Sanctions)

In order to discourage children from inappropriate behaviour we believe it is important to teach positive behaviours. If a child behaves inappropriately they are given a warning and asked to keep the Golden rule they are breaking. 5 minutes of Golden Time will be taken away from the child if after a warning they still make the wrong choice.

If a child loses all of their Golden time in a week they will be given the opportunity to set personal goals to earn back some golden time this will be agreed between the child and the class teacher.

Parents will be informed if a child loses all of their Golden time and if this is continuous the child will have the opportunity to take part in weekly Cognitive, Behaviour Therapy group with a trained member of staff and receive additional support through appropriate IEP targets agreed by the pupil, parents, class teacher and SENDCo.

11. Involving Parents

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school prospectus and through curriculum meetings and newsletters.

Where concerning behaviour continues in spite of all of the above procedures the child will be referred to the Special Needs Co-ordinator who will work with the class teacher to develop an appropriate education plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary, referral will be made to a specialist teacher or outside agency.

In very exceptional circumstances the procedures for suspension and expulsion will be initiated, following LA guidelines.

12. In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training.