

Pleasant Street Primary School



Positive Behaviour Policy

September 2024

Review Date: September 2025



Pleasant Street **Positive Behaviour Policy**



Overview

Celebrating uniqueness, aiming high and learning together is integral to the culture of our school. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive in providing for the needs of all pupils, with high aspirations for all. In school we follow the Thrive Approach. This offers a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people <https://www.thriveapproach.com/>.

5 R's

Our school's approach to supporting positive behaviour is based around 'prevention rather than cure' ensuring children are **Safe, Respectful and Ready to Learn**. We want children to have no limits to what their ambitions are; and want them to work together to achieve this through the teaching of our school values: resilience, responsibility, respect, resourcefulness and reflectiveness.

Rewards and Praise

Part of our strategy in promoting a climate of positive behaviour is to use rewards effectively. We teach pupils about the intrinsic benefits of following our school values but also recognise that extrinsic rewards and the use of praise are useful tools in motivating pupils. (Appendix 1)

Sanctions

We recognise that occasionally pupils' behaviour may fall below our high expectations. In such circumstances, a consistent, sequential, and relationship-based process will be followed. Our aim is to ensure pupils recognise and reflect on incidents of unacceptable behaviour; developing the ability to identify strategies and implement positive change. (Appendix 1)

Display

To support consistency in the implementation of this policy, displays in each classroom and the school hall will show the same information and will be used by school staff and pupils to ensure all stakeholders understand the processes within this policy and that they are actioned in a fair and consistent manner. (Appendix 3)

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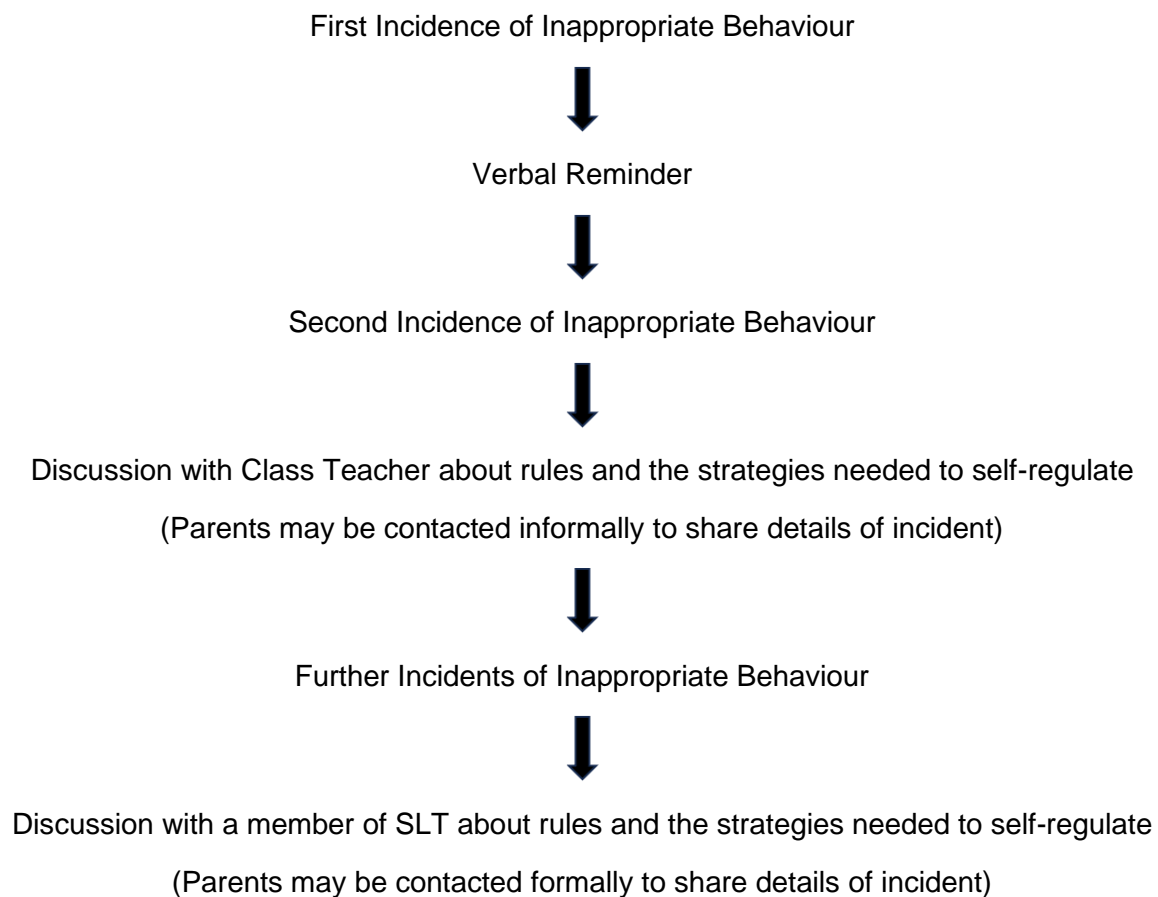
Written by: Emma Keogh

Appendix 1 - Rewards and Sanctions

Rewards

Type of Reward	When and why it will be awarded
Stickers	As and when desired
Values Award	One children per class will be given a certificate in the Monday praise assembly in recognition of them demonstrating one of the 5 R's
Star of the Week Award	Two children per class will be given a certificate in the Monday praise assembly in recognition of their achievements in class
Gold Award	Two awards will be given each half term in KS1 and KS2 classes, they will be given to pupils who demonstrated exceptional behaviour in class or school. These pupils will receive a reward trip or treat at the end of the half term
Text message home	Messages will be sent as and when desired by teachers to inform them of good news about their child

Sanctions



If a child needs some time to self-regulate, they will be able to spend time in a quiet space in the classroom or in another classroom.

Behaviour Requiring Sanctions

Children who are not following the school rules of **Safe, Respectful and Ready to Learn** will be spoken to and the flow chart will be followed.

For more extreme behaviours such as minor physical violence (pushing, hitting but not making contact) or serious physical violence (punching, kicking, fighting) the incidents will be logged on CPOMS.

Lunchtimes

At lunchtimes the flow chart will be followed. If a child demonstrates extreme behaviours they may be immediately sent to a member of SLT. The LSA in charge of the class on the yard should make the decision after investigating the details of the incident. Positive behaviour should be rewarded as much as possible. Focusing on the positive behaviour will encourage the children who are not following the Golden rules to change the behaviour. The behaviour of children who are not following the Code of Conduct could be changed by praising the children who are following the code. Record sheets will be filled in by LSAs and TAs.

If it is necessary to see parents

1. An appointment should be given.
2. It should be stressed that parents are being asked to work in partnership with school to try to overcome a child's difficulties and that their help is essential.

In Foundation Stage, parents are seen informally at the end of each day/session when good behaviour is praised and minor incidents discussed, formal appointments are arranged if necessary

Behaviour Report Systems and Parental involvement

If a child displays extreme behaviour or serious physical violence, this will be logged on CPOMS. This will serve as a log of events which will be used when discussing behaviour with parents or outside areas. If a child is sent to a member of the SLT where possible a description of the incident should be given verbally or logged on CPOMS so the matter can be investigated thoroughly.

Parental Involvement/Next Steps

If a child receives 3 or more CPOMS logs in a half term a meeting with parents/carers will be made to discuss next steps preferably with the involvement of the child and possibly the class teacher.

Targets should be set for the child should be explained and a warning given that if they are not reached, then the Headteacher will be involved to apply further sanctions e.g. removal to another class, exclusion at lunch time etc. The last resort will be to suspend or exclude pupils from lessons and/or school.

Appendix 2: Criteria for Referral to Family Support Worker, School Counsellor or SENDco

Purpose: To work with pupils to overcome barriers to learning.

- Where pupils are in need of one to one counselling for either academic or social issues e.g. stress management and self-esteem building.
- Where pupils are finding difficulty with accessing their academic work e.g. concentration, time management, working with others, personal organisation.
- Where pupils may have difficulty in accessing in or out of school resources which will help in the learning process e.g. library and museum visits, music lessons.
- Where liaison with families or carers may be helpful in supporting an improved working environment for schoolwork.
- Where there is a continued problem with a pupil's attendance and/or punctuality.
- Where there is a recognised need within a pupil for increased motivation towards the learning process.
- Where pupils have received numerous other interventions with limited success.
- Where pupils may have been absent for a lengthy period of time through illness.

All referrals (SDQ forms or Initial Concerns Forms) should be passed to the Family Support Worker or SENDCO and uploaded on to CPOMS.

Appendix 3: Parent Letter/App Message

Dear Parent,

Unfortunately, your child..... has displayed behaviour that does not meet with our school rules, **Safe, Respectful and Ready to Learn**. We would like to take this opportunity to invite you to come in to school to discuss ways in which we can work together in order to help improve behaviour.

Please call the school office to make an appointment.

Yours sincerely,

Mr. Verdin (Headteacher)