



Promoting Positive Behaviour at Appleton C of E Primary School.

We promise to:

Be kind

Be respectful

Be responsible

1. Rationale.

At Appleton C of E Primary School, we believe that each child has a right to the best education that can be provided in a partnership between school, parents and the community. We therefore aim to provide a happy, secure and purposeful environment in which each member of the school community may develop his or her full potential. We achieve this through the use of a clear behaviour agreement, which promotes the use of praise and celebration through our school promises and distinctive Christian ethos.

2. Key Features of Promoting Positive Behaviour.

- Positive atmosphere based on a sense of community and shared values.
- An appropriate and effectively delivered curriculum for all pupils.
- The teaching and modelling of appropriate social and learning behaviours.
- The promotion of mutual respect, kindness, self-discipline and social responsibility through our whole school Growth Mindset approach.
- All young people have the right to succeed and be included in education, training and employment.
- Schools and other organisations/agencies have a responsibility to assist young people to achieve their full potential.
- Young people and their families need to participate in finding solutions to problems in conjunction with relevant agencies.

3. How we Promote Positive Behaviour.

- We put the emphasis on praise and rewards to reinforce and promote positive behaviours.
- All staff and pupils have agreed to follow our three school promises, to be kind, responsible and respectful, which encompass all behaviour expectations. These promises are referred to daily and explored through our PSHCE/circle times and collective worship times.
- We encourage all members of the school community to realise that they each have a positive part to play in the life of the school.
- We foster a Growth Mindset to learning which encourages excellence in pupils' performance and behaviour. This is achieved through our positive Animal Attitudes to Learning (See Appendix 1), celebration assemblies, certificates, house point system, Headteacher's Awards.

- We provide a clear and consistent statement of rewards and sanctions related to behaviour and learning. (See Appendix 2, 3 and 4)
- All staff have a consistent approach to classroom management, and are positive role models within the school community.
- An outline of our collective rights and responsibilities forms part of The Home School Agreement (see Appendix 3)

Some Strategies to promote Positive Behaviour:

- Appropriate and relevant curriculum for all.
- Use of curricular flexibility as appropriate.
- Clear School Rewards and Sanctions Policies which are clearly communicated to all pupils and parents.
- The development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting.
- Training for staff in dealing with pupils with specific behavioural needs.
- Use of 'language of choice'.
- Strong liaison between schools and other agencies.
- Student voice (School Council and. Sports Crew)
- Buddy Systems
- Circle time Techniques
- Extra-Curricular Clubs
- Involvement of Parents (for example: newsletters, parent/teacher meetings etc)
- Certificates
- Stickers / Stars etc
- House Points etc
- Pride in Environment.

4. Importance of a High-Quality Learning Environment.

Children behave well when school is a positive and worthwhile experience. At Appleton C of E Primary School, we give the children the best education possible and make learning as much fun as possible. The curriculum we provide is relevant and culturally appropriate. It is a supportive, creative learning environment where all members of the school community

- are mutually respectful
- are keen to learn and ready to listen
- follow the 3 school promises, to be kind, responsible and respectful, and behave positively
- teachers and TAs will ensure that learning and teaching is of the highest quality, and considers different learning styles and abilities, and equality of opportunity

We ensure that our systems are fair, manageable and realistic. We do this by

- establishing groups of such numbers that allow for successful learning and co-operation
- considering different ways of grouping as appropriate
- valuing everyone's contribution equally

5. Celebrating and Rewarding Positive Behaviour.

Positive behaviour is recognised and rewarded. The staff at Appleton C of E School have agreed to

- Recognise and highlight positive behaviour as it occurs
- Ensure that children are praised for behaving well.
- Reward individual children and groups for behaving well, by awarding house-points, celebration in assemblies, headteachers awards and whole class reward system.
- Explain, teach and consistently model the behaviour we wish to see; we recognise that our behaviour influences the behaviour of those around us.
- Model to and directly teach children how to take responsibility for their own behaviour.
- Let parents and carers know about their children's behaviour.

6. Sanctions to Address Unwanted Behaviour

Occasionally pupils may forget about the 3 promises. Everyone at Appleton C of E Primary School has agreed to encourage children to follow the promises by:

- Reminding pupils about the promises.
- Noting good behaviour as it occurs.
- Dealing positively with inappropriate behaviour in accordance with agreed policy guidelines, and by using the language of choice to encourage positive behaviour.
- Teaching children how to modify and manage their own behaviour.

Children are made aware of the sanctions liable to come into effect should they break the promises or display continued unacceptable or inappropriate behaviour. Most cases of inappropriate behaviour will be dealt with without the need for formal sanctions. There are clear sanctions set out with an increasing scale. It is hoped that with the co-operation of parents such sanctions will not be necessary. The lines of referral are clear and easy to understand and are set out in Appendix 2,3 and 4.

Parents/ carers will always become involved at an early stage if there are concerns about their child's behaviour.

However, if children continue to break our school promises, we will ask parents to come and talk to us and we will draw up an Individual Behaviour Plan

Eg:

Bullying (See Anti Bullying guidelines)

Racism

Physical Assault

Abusive Language

Vandalism

Stealing

Truancy

Strategies such as the ones below have been agreed for dealing with each of these areas. Any significant disciplinary measures will be recorded by the Head Teacher:

Loss of playtime
Withdrawal to another class
Spoken to by a senior teacher.
Parents involved
Withdrawal from class for the rest of the day.

Very poor or continued poor behaviours can lead to removal of privileges, internal, lunchtime or permanent exclusions.

7. Partnerships.

The school has a critical role to play in promoting positive behaviour. To ensure that children have the best opportunity to succeed, partnership is the key. Schools can consolidate partnerships by:

- Ensuring that parents have full information on the school's curriculum, plus regular progress reports. Parents will be told when things are going well and also when there is cause for concern.
- Appleton C of E Primary School accepts that children who present challenging behaviour always do so for a reason, and these issues will be addressed through a joint working approach with parents, carers and other agencies. We have effective working relationships with Social Services (Child and Families Assessment Team) Educational Psychology Service, PCAMHs and The Behaviour and Attendance Support Team, in particular to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses. The Special Needs Coordinator coordinates multi disciplinary working, and is responsible for coordinating the work of professionals from different agencies within the overall aims of the school. There is also the designated member of staff who is responsible for the care and welfare of looked after children, and children from the traveller community, and a team of designated teachers.

8. Monitoring and Evaluation

The policy will be evaluated for its effectiveness July 2018, and thereafter on an annual basis.

- Is the policy achieving what you hoped it would?
- Are there snags that only demonstrate themselves in practice?
- Are you and your colleagues modelling the school values?
- Do staff show respect for each other?
- Do all staff demonstrate respect for the pupils?
- Does everyone show respect for visitors?
- Have lunchtime and playground supervisors received training in the behaviour policy?

9. Data Collection and Analysis

The school collects data specific to rewards and sanctions e.g. newsletters, reflection sheets. This is then analysed to inform and improve outcomes.

Animal Attitudes

Animal attitudes are fundamental to our growth mindset approach to teaching and learning. We have six animal attitudes which relate to key learning behaviours.

	<p>Bounce Back Bunny</p>	<p>I will learn from my mistakes and will always bounce back</p>
	<p>Steadfast Squirrel</p>	<p>I will not give up</p>
	<p>Must Do Mole</p>	<p>I will always try my best</p>
	<p>Mindful Magpie</p>	<p>I will listen to others and understand how they feel</p>
	<p>Bold Badger</p>	<p>I can use my own ideas</p>
	<p>Fearless fox</p>	<p>I will challenge myself in everything they do</p>

Staff and pupils refer to these daily in all aspects of school life and these are celebrated on a weekly basis in our celebration assembly.



Promoting Positive Behaviour at Appleton CofE Primary School Foundation Stage



You can reach the rainbow by Friday if you:

- Follow our school promises
- Try really hard
- Do really special work
- Show growth mindset attitudes
- Show our school values

Receive a
rainbow
sticker



You will always start the week on the sun

Verbal reminder of the promises

Praise



If you make poor choices after a verbal reminder, you will move to the **sun/cloud** and will have a **verbal warning**.
If you continue to make poor choices, then your name will be moved to the **storm cloud**.

Verbal
warning



If you have been moved to the storm cloud, you will **lose 5 minutes of your playtime**.
2 storm clouds in a day or failure to move back to sun/cloud and you will have time out and a senior teacher will talk to you. We will speak to your parents.

Lose 5
minutes of
your
playtime.
Time out.
Speak to
your parents.

If you keep breaking our school promises, then we will ask your parents to come and talk to us and we will draw up an Individual Behaviour Plan.

Very poor or continued poor behaviours can lead to internal, lunchtime or permanent



Promoting Positive Behaviour at Appleton CofE Primary School

Key Stage 1



You can reach the rainbow if you:

- Follow our school promises
- Try really hard
- Do really special work
- Show growth mindset attitudes
- Show our school values

Receive a
certificate



You will always start the day on the sun.

Verbal reminder of the promises

Praise



If you make poor choices after a verbal reminder, you will move to the **sun/cloud** and will have a **verbal warning**

If you continue to make poor choices, then your name will be moved to the **storm cloud**.

Verbal
warning



If you have been moved to the storm cloud, you will lose **5 or 10 minutes of your playtime**.

2 storm clouds in a day or failure to move back to sun/cloud and you will have time out and a senior teacher will talk to you. We will speak to your parents.

Lose 5
minutes of
your
playtime.
Time out.
Speak to
your
parents.
your parents

If you keep breaking our school promises, then we will ask your parents to come and talk to us and we will draw up an Individual Behaviour Plan.

Very poor or continued poor behaviours can lead to internal, lunchtime or permanent



Promoting Positive Behaviour at

Appleton CofE Primary School

Key Stage 2



You can reach the **star** if you:

- Follow our school promises
- Do really special work
- Show growth mindset attitudes
- Show our school values

Receive a
**house
point**



You will always start the day on the
green traffic light

Verbal reminder of the promises

Praise



If you make poor choices after a verbal reminder, you will move to the **amber light** and will have a **verbal warning**. If you continue to make poor choices, then your name will be moved to the **red light**.

**Verbal
warning**



If you have been moved to the **red light**, you will **lose 10 minutes of your playtime**. **2 red lights in a day or failure to move back to the amber light** and you will be withdrawn to another class and a senior teacher will talk to. We will speak to your parents.

**Lose 10
minutes of
your play.
Withdrawn to
another class.
Speak to your
parents.**

If you keep breaking our school promises, then we will ask your parents to come and talk to us and we will draw up an Individual Behaviour Plan.

Very poor or continued poor behaviours can lead to removal of privileges, internal, lunchtime or permanent exclusions.