



Policy Title Positive Behaviour Policy

Adopted: February 2016

For Review: February 2018

1. Introduction – School Ethos

At Simon de Senlis **we hold an unconditional positive regard for children** and **high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and enable positive behaviour in our community. Staff at Simon de Senlis share an understanding of the language, non-verbal communication and consistent procedures we use to manage learner's behaviour. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

*If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with ridicule, they learn to be shy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn to be patient.
If children live with praise, they learn to appreciate.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with honesty, they learn truthfulness.
If children live with security, they learn to have faith in themselves and others.
If children live with friendliness, they learn the world is a nice place in which to live.*

2. What are the aims of this Policy?

- 2.1** To make clear the ethos and expectations of behaviour that are expected at Simon de Senlis.
- 2.2** To ensure consistency of approach to managing behaviour in school.
- 2.3** To provide guidance on the systems and processes to use when managing behaviour.



3. School Rules

At Simon de Senlis, we have the following simple and clear rules that apply to all members of the school community:

- Have kind hands, kind feet and kind words.
- Be honest.
- Stay safe.
- Work hard and learn from our mistakes.
- Take care of our school, our belongings and other people's.

4. Expectations of the school community:

4.1 Headteacher and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To provide training and support for staff.
- To intervene with Behaviour Management at Level 2 and 3 .

4.2 Staff and Governors

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school based on mutual respect.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communication regularly between home and school.

4.3 Pupils

- To know and respect the School Rules.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.



- To understand how their behaviour can have positive or negative effects on others.

4.4 Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

5. Curriculum and Teaching

At Simon de Senlis Primary School we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. By delivering this curriculum in interesting and imaginative ways we will inspire and excite the learners in our classes. We believe that an appropriately structured curriculum and an effective learning environment ensure that unwanted behaviour is minimal.

Circle time and the PHSE curriculum is used to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allowing all involved to have fun together.

6. Relationships

Healthy, trusting relationships built upon mutual respect are an essential element of developing good behaviour amongst children and staff.

7. Praise and Rewards

At Simon de Senlis, we praise and reward positive behaviour; our approach is designed to promote and acknowledge good behaviour rather than to deter unwanted behaviour. Reward schemes are in place to recognise this.

See Appendix A for details of our rewards.



8. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- It should be the behaviour rather than the person that is sanctioned.

9. Support systems for individual pupil need

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage. Parents must be notified of these systems.

10. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in order to receive guidance and support.

11. Support systems for parents

Simon de Senlis Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on



behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Family Support Worker is available to work with families and make links with other agencies where necessary.

12. Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.

This document is freely available on the school website.

It will be reviewed on a bi-annual basis.

Signed

Chair of Governors

Date.....



Appendix A – Praise and Rewards

At Simon de Senlis we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words** – children need praise like plants need water and;
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** is far more effective than several negative calls.

Credits

‘Dojos’ are awarded for areas where children go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being an industrious or resilience learner
- Being an Agile Learner
- Making a Dent in the Universe
- Good effort with Key skills or Home Reading
- Positive Behaviour around school or in assembly

Class teachers may also add categories that they are working on within their class.

Dojos are recorded in Class Dojo. Staff should ensure that there is a fair distribution of reward across the year group.

Houses

Each child is assigned to a ‘house’ when they start school: Dragons, Unicorns, Knights and Wizards. This will develop team spirit and competition. They will



remain with the same house for the duration of their time at this school. Siblings will be in the same house and staff will also be assigned to a house. One point will be awarded to their house when they receive a Dojo. The house points will be announced and displayed weekly in class areas and also within the whole school Achievement Assembly. There will be a Year 6 Captain and Vice-captain for each house – a formal procedure will be followed in their appointment and they will be expected to be good role models for their house. Year 6 will be responsible for collecting weekly scores and collating the Dojo totals each week.

In KS1 children receive a certificate for every 15 Dojos collected. In KS2 children receive the following when collecting Dojos:

- 10 = first certificate
- 20 = one-star badge
- 50 = two-star badge
- 100 = three-star badge
- 200 = metallic badge

Whole class credits

All the class contribute to a shared behaviour target. If they achieve it, the class receives a shared reward.

Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday. Star of the Week's parents are invited to Achievement Assembly.

Achievement Assembly (every Friday)

Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.



Appendix B

Consequences

Rewards are central to the encouragement of good behaviour, however, consequences are sometimes necessary to modify behaviour.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Staff at Simon de Senlis have a shared understanding of the best practice in dealing with behaviour that interrupts learning (see Appendix C).

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

When giving consequences, the following should be considered:

- It must be clear why the warning or strike is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- They must be made aware of their choices and the consequences linked with their choice.
- Group punishment should be avoided as they breed resentment.
- It should be the behaviour rather than the person that is punished.

Sun and cloud approach (KS1)

The visual display using the sun and cloud with named/photos pegs helps younger children to understand the concept that behaviour is a choice and gives them clear signals about what is expected. Following the hierarchy of sanctions, if a child's peg is placed on the sun and cloud then the child is given a warning and the behaviour is identified with them and the School Rule they are breaking. If there is no further breaking of the School Rules, then the peg is placed back on the sun at the end of that teaching session. If the child continues to choose to break the School Rules, then their peg is moved



to the rain cloud with a strike of lightening and they miss minutes (related to age e.g. 7 years = 7 minutes) of playtime/lunchtime. Parents should always be informed of a strike by the class teacher.

Whole School Approach to Consequences

Level 1	Stage 1	Individual reminders (RIP) Think/Warning Card
	Stage 2	2 nd Individual reminder – Name is written on the board by teacher (KS2) or moved to the cloud (KS1)
	Stage 3	Miss minutes of next break-time (minutes relate to age)
Level 2	Stage 4	Refer to Phase Leader – Possible strike. Teacher to contact parents/carers.
Level 3	Stage 5	Severe disruption, unsafe behaviour or racist incident. Refer to Deputy Headteacher or Headteacher. Contact with parents/carers made.

Level 2

If in the same week, there is consistent challenging behaviour and children to choose to break the School Rules this will be monitored, consequences given and the class teacher will record the strikes given and arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour.

The Deputy Head Teacher will monitor 'strikes' to ensure support is given to staff, parents, professionals and support is given to individuals.

At times it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Manager will support the class teacher and year group team to deliver suggestions and strategies.

If a child engages in a physical or racial attack or swears they will receive an instant STRIKE. This will involve a loss of minutes at playtime, a phone call home and reported to the Phase leader. For more serious incidents the child



will be reported to the Headteacher immediately. An Internal Inclusion may be used in some cases.

Level 3/Extreme Behaviour

Occasionally, behaviour will escalate to Level 3. At this stage, the Headteacher or Deputy Headteachers will be involved in managing this.

Examples of serious misbehaviour which is classed as Level 3 are as follows:

- Bullying
- Persistent disruptive behaviour
- Damage to property
- Physical assault against an adult
- Physical assault against a pupil
- Racist abuse
- Theft
- Verbal abuse against an adult
- Verbal abuse against a pupil
- Sexual misconduct
- Drug and alcohol related
- Any other offensive deemed serious

In extreme cases children will be excluded. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.



Appendix C - Expectations of Behaviour

At Simon de Senlis, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life.

Code of conduct

Movement around school

- Always walk on the left hand side.
- Talk with quiet voices.
- Single file in alphabetical order except Reception who will alternate boy/ girl (In exceptional cases, some children will be out of order and next to an adult).

Assembly

- We sing on the way in and the way out of assembly.
- Use hand signals instead of verbal commands to direct children.
- Stand until told to sit.
- Be a quality listener!
- Stand up to sing and sing well!
- Children enter and leave via:
 - Reception (main door)
 - Y2 (main door)
 - Y4 (outside door)
 - Y6 (Drama Studio) leave first.
 - Reception children sit in line with main hall door, behind Y1 and Y2.
 - Y6 sit on benches in the Drama Studio and leave via Drama Studio door.
 - Y3 and 4 enter and leave by the outside door.
 - Y5 leave via the far door in the hall.



PE

- Wear PE kit – no jewellery and hair tied back (borrow school kit if there are spare otherwise evaluate lesson or do other appropriate work, parents to be informed by letter if they continue to forget kit).
- Staff dressed appropriately – no jewellery.
- Have an agreed STOP signal.
- Follow instructions.
- 'Think Time' designated area (mat) for warning children about their behaviour.
- Good sportsmanship to be rewarded.
- A P.E. kit register will be taken, children who forget their kit twice in succession will have a note posted home to remind parents. Children will not borrow other children's kits, they either use spare kit or go to other class to do work or video and blog evaluation of the P.E lesson.

Outside work areas:

- Go to table or area quietly.
- Quiet voices.
- Work on task – do not engage in conversation to people walking past.
- Tidy areas when finished.
- Children at all times need to be monitored by adults.

Playtimes

- At the beginning of play KS1 children line up in class.
- KS1 leave class with an adult escorting them to the playground.
- Remember to have buddies set up for those children that need them.
- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- To line up or go in as soon as the end of playtime is signalled.
- Children should be lining up in silence, facing the front.
- Walk in with teacher quietly.
- Should be ready for the next lesson to start with equipment and books on desks.



Toileting

- Encourage children to go at the beginning of playtime.
- Children are allowed to go to the toilet during lessons and teachers have a system set up to ensure children are safe and learning is least interrupted.

Cloakroom

- Hang up coat and PE bag on peg.
- Pick up others coats if knocked off.

Other

- Unfinished work will be completed during break and lunchtimes. This should be monitored.
- Only children with adult supervision should be allowed in at lunchtimes.