



## CROWLEES CE (C) J & I SCHOOL

### POSITIVE BEHAVIOUR POLICY

#### Introduction

At Crowlees we aim to care about and respect others in school and in the wider community. Our behaviour policy is underpinned by our shared Christian Values

The ethos of the School as a whole is an integral part of establishing and maintaining high standards of behaviour. High expectations upheld in a sympathetic atmosphere must be central to that ethos.

This policy reflects the consensus of opinion of the whole staff and has the full agreement of the governing body.

The staff at Crowlees recognise that all children are individuals and have different needs. They need support as they grow socially, physically, emotionally and intellectually. We value good behaviour and promote this by providing a positive working environment which we believe enhances a child's self image. We ensure equal opportunities for pupils in a non-threatening situation, fostering personal and social development and responsibility.

All staff support the development of personal qualities and attitudes among pupils and subscribe to the following aims: -

- To encourage pupils to co-operate with one another, with staff and with other members of the School Community.
- To develop in pupils an ability to exercise self-discipline and an acceptance of responsibility for their own actions.
- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.
- To encourage a positive learning environment in which effective learning can take place.
- To provide an environment which fosters independent decision making by the children.
- To provide positive feedback about a child's successful experiences and allow children to experience a sense of satisfaction about their achievements by rewarding improvements.
- To encourage consistency and a feeling of common purpose among staff.
- To minimize or prevent the occurrence of confrontations in school.

## GOOD BEHAVIOUR CODE

*Everyone at Crowlees J & I School aims to :-*

- Maintain the Christian ethos of the school.
- Treat everyone and everything with respect.
- Be positive and friendly.
- Be helpful and kind.
- To develop appropriate working habits
- Be considerate towards each other and take a pride in our School.

*Staff at Crowlees J & I School encourage pupils to achieve these aims by :-*

- Explaining and demonstrating the behaviour we wish to see.
- Consistently encouraging and praising children in relation to the aims.
- Recognising and highlighting good behaviour as the norm.
- Telling parents about their children's work and behaviour.
- Ensuring that children enjoy their education through gaining success in appropriately matched activities.

## RULES

**Behaviour rewards and sanctions**

**THE CROWLEES CODE OF CONDUCT**

**STOP, THINK, DO THE RIGHT THING**

**Are you showing....**

**Respect?**

**Responsibility?**

**Always show respect for....**

### **1. ALL ADULTS**

**Manners, body language, following instructions**

### **2.EACH OTHER**

**Manners, share, work quietly, think about others' feelings**

### **3.OUR ENVIRONMENT AND RESOURCES**

**Walk in school, take care of things**

### **4.LEARNING**

**Try your best in all lessons**

**Remember YOU are responsible for YOUR behaviour AND the consequences**

### **Rewards:**

The children are split into 4 houses Jackdaw, Magpie, Jay and Raven  
Points are given for demonstrating the Crowlees Code of Conduct.

- Points collected on chart using colour stickers according to each house
- Points are counted up for each house at end of each half term.
- Totals will be displayed in the hall on the House Points Board
- Treats arranged for the winning house on the last week: e.g. non-uniform day/cinema day/games afternoon/Pennine sports day

### **Additional rewards**

- Verbal praise
- Daily stickers on jumpers
- Postcards home
- Golden Assembly award
- Writer of the term award
- Star of the week
- Star of the day

### **Consequences**

- C1. Verbal warning
- C2. Name on board
- C3. Reflection time in another class
- C4. Time out- rule reminder (playtime/lunchtime)
- C5. Child writes letter home to parents, meeting with Mrs Woods

A record of consequences is kept by the class teacher and collected by the head teacher at the end of each half term. If a child is persistently getting low-level consequences – the head teacher will follow this up, and parents may be notified if appropriate.

If, after a sustained period of time, the system above is not having a positive effect in altering the pupil's behaviour, or there has been a serious breach of the school's behaviour policy and/or allowing the pupil to remain in school would seriously harm the education or welfare of the student or others- the Head teacher may decide to implement internal exclusions where a pupil will work in school –in isolation- with appropriate 1:1 support.

If significant positive steps are not made with the pupil behaviour- the HT will need to consider either a managed move, a fixed term or permanent exclusion. (see exclusion policy)

## IMPLEMENTING THE POSITIVE BEHAVIOUR POLICY

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximize the positive and minimize the negative.

Positive rewards - house points, certificates, stickers, positive vocal and written comments on work, positive feedback, pupil of the week, writer of the term, golden assemblies, postcards home

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, progress charts, feedback sessions with individual pupils.

Involving the headteacher - by sending children to the Head when they have worked/behaved well.

Giving the child a chance to succeed - by deliberately setting up learning and social situations whereby the child will achieve success.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticize.

Good publicity - when possible utilize opportunities such as showing assemblies, good news board, school assemblies to highlight children's efforts.

Talent and ability - most children can succeed in something. Give them the opportunity to do so.

Establishing good relationships - try to "get to know" the child and probe below the surface. It may be possible to do this informally by asking the child to help you when other children are not around.

Encourage self-control - children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working toward methods of self-control.

Teach social and inter-personal skills - some children require a great deal of help in developing such skills in order to acquire appropriate relationships with adults and peers.

Support for emotional children - be available to listen on occasions. Help the child to put his/her emotions into words and discuss them with you. Provide warmth and acceptance.

Involve parents positively - gain parents' agreement for them to reinforce that which takes place in school with praise, privileges. If necessary attempt to change parental expectations and attitudes where children are being over-criticised. Feedback pupil progress to parents regularly.

Use social engineering - place the child with a particular pupil to act as a model and/or friend. Have each one record the positive achievements of the other.

Match the task to ability - make sure expectations are reasonable and that the child is neither bored by being under-stretched nor over-faced by a task which is too difficult.

Teach through existing interests - by getting to know the child it may be possible to promote learning by exploiting a particular interest.

Use confrontation avoidance tactics - Defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.

Improve the child's self-esteem - arrange for some acceptance and approval from adults and peers who are significant to the child. Self-confidence comes from feelings of competence, mastery and achievement. If a child is not experiencing such feelings, arrange, if possible, for this to occur.

Loss of privilege - It may be necessary, from time to time, to prevent children from participating in non-curricular activities. The most obvious example is the loss of playtime. Similarly, children may be prevented from going on early dinners and held back until last dinners. When this happens please seat the waiting child outside the office and alert the dinner staff so that the child is not 'forgotten'.

Liaison with parents - when poor behaviour is persistent, parents should be involved. They should be notified and involved with the teacher in applying sanctions and monitoring behaviour at home. **The Head teacher must be informed when parents are being notified.**

Placing a child on report - when necessary, parents can be notified in a book of their child's progress on a daily basis. The book is signed by a parent at home on an evening, and brought back to school each day by the child.

Children with specific difficulties/needs- may need additional support programmes tailored to their individual needs e.g. positive handling plan, sticker charts.

### **Conclusion**

In applying any of the above sanctions, always give the child a way out so that he/she knows and understands how to avoid sanctions in the future. None of the above should be applied vindictively or for unreasonable periods of time.

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