



# **Rothbury First School**

## **Positive Behaviour Management Policy**

March 2024

Review Date March 2025

Rothbury First School's wish for children is to '***be the best you can be by doing the best you can do***'. We want our children to have high expectations, independence, confidence, self-esteem and a sense of responsibility for others as well as themselves. We aim to create a caring and positive environment where children feel happy and secure, and to support each child to fulfil their potential in all subjects of the curriculum and in all aspects of school life.

This Positive Behaviour Management Policy supports these aims by setting out clear expectations for behaviour. We believe that everyone in school has the right to be respected as an individual. We believe that teaching our children the skills of self-discipline, co-operation, respect and tolerance towards others are a crucial part of the curriculum and, more importantly, are essential skills needed in today's society. Without these skills, our academic objectives cannot be achieved and so, by working closely in partnership with parents, our goals can be achieved.

Good standards of behaviour in the classroom are to a large degree determined by the quality of the curriculum, by the use of lively, stimulating and varied teaching styles and by the quality of the relationships and the amount of praise used. All our staff, in the classroom and on the playground, share a positive approach to behaviour management and the emphasis is placed on intrinsic and extrinsic rewards to reinforce and make examples of good behaviour at all times.

At Rothbury First School, we firmly believe that our children need to understand that their behaviour in school is their choice and that they need to learn to make the right choice. Where children choose the correct behaviour, they will be praised for making the right choice. Staff will, however, remind children that if they choose to behave in a negative way then there will be consequences as a result of this.

In our school, we recognise that we will experience some behaviour difficulties as some children are still learning and testing the boundaries of acceptable behaviour. However we also recognise that it is our duty to model good behaviour and to use positive behaviour management strategies to encourage and reinforce good behaviour throughout the school. It is also our duty to look at the needs of each child and, where behavioural needs arise from an underlying Special Educational Needs and Disability (SEND) issue, then we will seek to address these in accordance with our SEND Policy.

The school will:

- expect the highest standards of behaviour possible within each individual's capability;
- encourage children to respond positively and appropriately to a range of situations;
- provide clear boundaries and guidelines for all pupils;
- use the curriculum to help children to understand how their actions affect others and to develop a sense of right and wrong;
- expect all staff to act as role models;
- work as a team, where pupils, staff, parents and governors share a common understanding of the standards of behaviour expected within the school and agree how to achieve this.

## Code of Conduct

Children and staff have worked together to identify a set of Rothbury Rules. This is a code of conduct in child-friendly terms. Children recognised that underlying all our rules is the wish to respect others and to be respected by others too; i.e. treat other people the way that you want to be treated yourself.

### The Rothbury Rules are:



***Be kind***



***Be caring***



***Be proud***



***Be polite***



***Be your best***

## Behaviour

Our children are expected to follow the Rothbury Rules. Our staff will encourage them to follow the rules by explaining that this behaviour is best for them, their friends, and everyone else in our school.

## Rewards

By following the Rothbury Rules our children will earn the opportunity to attend Golden Time.

Staff will use the intrinsic rewards of recognition, verbal praise and encouragement as part of their daily practice, however there are times when staff may wish to use an additional extrinsic reward. Such rewards should be motivating and achievable over a relatively short period of time. They can be used to reinforce desirable behaviour and to develop children's self-esteem and confidence.

Additional rewards include:

- Individual stars / stickers / smiley faces / marbles in a jar
- Show rest of class
- Send children to other staff to share their achievement
- Send children to the Headteacher to receive a golden sticker and praise.
- Talk to parents and/or write a note in the home reading record
- Individual behaviour charts to monitor good behaviour
- School Reward System – builds to a whole school treat
- Children receive a Headteacher's golden sticker and time in the yurt with a hot chocolate drink on Friday afternoon

- Certificates (see below)

Certificates: each class from Reception to Year 4 will award a Star of the Week certificate to a child who has followed the Rothbury Rules exceptionally well during the week or who has made a significant improvement towards achieving these. A lunchtime star of the week will be awarded for amazing manners and fabulous behaviour in the dining hall, chosen by the lunchtime supervisors.

## **Consequences**

It is the school's aim to reward appropriate behaviour. However, when necessary, sanctions will be used to curb inappropriate behaviour and deal with difficult situations that may escalate.

These include:

- Verbal disapproval, expressing disappointment and raising our voice
- Repeating activities sensibly
- Time out from an activity
- Disapproval from other members of staff and from peer group
- Catching-up on work not done at playtime/lunchtime
- Missing the next playtime or part-playtime (relevant to incident and age appropriate)
- Missing some/all of Golden Time

Repeated unacceptable behaviour at playtimes and dinner times may result in time away from the playground with cooling off time with a senior leader if necessary. Where children's choice of behaviour is such that the sanction of missing a playtime is invoked, we will aim to inform the parents/carers at the end of that day.

Additional consequences include:

- Parent/child meeting with class teacher
- Miss all playtimes the following day, including social isolation at snack-time and lunchtime
- Parent/child meeting with class teacher and Headteacher
- Internal exclusion
- Home/school behaviour book
- Loss of privilege is an option, e.g. time out/ banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or others.
- In extreme circumstances, exclusion of children will be considered in accordance with the Education Act 1996, the 2012 statutory guidance on exclusion and with guidance from the Local Authority.

## **Self Regulation**

All members of staff are aware that self regulation is a key feature of early education and something that is a learning process for children as they grow and mature. Some children may not reach the self regulation goal by the end of their time in Reception class and may go on to have long term difficulties recognising and controlling their feelings.

If a small number of children require extra support with their self-regulation and behaviour / actions. There

are a number of strategies that may be employed to encourage the children to reflect and make choices and take responsibility. Strategies may include|:

- Access to a Self-reflection zone within and outside of the classroom
- Personalised behavioural plan
- Feeling cards
- Planned physical breaks
- Exit cards
- Meditation/ mindfulness techniques
- Zones of Regulation, social skills or resilience intervention
- Time out in another classroom or nurture room
- Home school communication book
- 1:1 adult

If a pupil requires any of the above support consistently, then we will need to consider whether the child requires an assessment for social, emotional and mental health needs and will need to involve outside professionals such as the Behaviour Support Services.

Supporting or managing a child who is struggling with their self-regulation and behaviour can be stressful. Staff may be supported in the following ways.

- Training/CPD
- Buddying/swapping out with a colleague
- daily/weekly meetings

All classes will have a dedicated quiet space in their rooms to help support children with self regulation. Whole school self regulation assemblies will take place through the teaching of Character education. Instead of a busy loud outdoor playtime some children may be offered indoor playtimes, jobs with teachers, time with the school dog.

Warning behaviours should be recognised and de-escalation should be sort wherever possible.this may include:

- Listening to the child's concerns
- Understanding/validating their feelings in particular situations
- Encouraging them to self reflect
- Giving quiet time out but supervising at a distance
- Sitting quietly with them

Time will be given to self reflect on behaviour choices once the behaviour has de-escalated.

If there is serious and persistent self regulation and behaviour concerns then consequences may be deemed necessary (see consequences in above paragraph)

## **Staff Behaviour**

It is essential that all members of staff act as role models and encourage good behaviour throughout the school. All staff are expected to set a good example in terms of presentation, punctuality and commitment. Staff should aim to be positive, give praise that is genuine and treat individuals fairly and consistently. Staff should also aim to communicate effectively and listen carefully to others.

## **Volunteer Behaviour**

Volunteers working in school are requested to act as role models for the Rothbury Rules and to encourage good behaviour throughout school. They are further requested to set a good example in terms of presentation, punctuality and commitment. Volunteers are also expected to respect the school's

confidentiality policy.

## **The School Environment**

We aim '***to create a caring and positive environment where children feel happy and secure***'.

The physical environment of a school affects children's responses and behaviour. Our school should be kept clean and tidy, and displays should promote a positive attitude to children's work and enhance their self-esteem.

In the classroom teachers can maintain positive behaviour by:

- establishing appropriate noise levels for different activities
- arranging seating and location of resources to enable children to work effectively
- deciding whether the teacher will move about the classroom or if children go to the teacher for a particular activity

Planning how activities and lessons are carried out will affect children's participation and responses. To achieve this teachers should ensure that:

- lessons are planned carefully and that all resources are readily available
- activities begin on time with all children involved
- objectives are clearly stated and understood at the beginning of the session
- work is differentiated to match the pupil's abilities
- individual or group expectations and targets are made clear
- praise comments and feedback to individuals is given
- children are encouraged to ask for help
- children are encouraged to join in discussions

## **Monitoring**

Behaviour concerns should be logged on CPOMS (Child Protection Online Management System).

The Positive Behaviour Management Policy should be read in conjunction with the Anti-Bullying Policy. The School Council, parents, staff and governors have been consulted in the writing of this policy. This policy is in line with and supports our school aims.

The policy will be reviewed annually by staff and governors.