



**Thurlaston CE (Aided) Primary School**  
Teaching and Living the Christian Way of Life  
Building Our Lives on Jesus

# **Positive Behaviour Policy**

October 2023

This policy is written in line with our ethos and vision statement of Teaching and Living the Christian Way of Life. All people have an inherent worth and are precious. We all from time to time act unacceptably and should be forgiven and given the chance to change our ways. We promote the Christian values of friendship, justice, forgiveness, thankfulness, generosity, compassion, perseverance and trust.

Every child at the school has the right to feel safe and secure within their school environment so they are able to learn effectively and develop as individuals. Accordingly, each child has a responsibility to behave in a manner which ensures this both for themselves and others.

This policy has been written taken account of the views of staff and also pupils through the school council.

## Values

In order to achieve this we aim to work with parents to:

- Model the standards of behaviour that we expect from the children.
- Reinforce the positive behaviours we want to see through a variety of rewards.
- Work with the school community to consult on matters of behaviour.
- Develop and establish school rules with pupils and ensure that these are clear, understood and frequently communicated.
- Teach and share examples of positive behaviour through planned work, collective worship and informal, incidental opportunities so that children know 'what it looks like'.
- Create and maintain positive learning environments within and around the school.
- Maintain a culture of hope and high aspirations for all.
- Challenge stereotyping and promote respect for diverse cultures and beliefs.
- Work collaboratively with parents and other agencies to overcome difficulties.
- Show that we value children as individuals by taking an active interest in their lives in and outside school.
- Implement forgiveness and reconciliation in the processes to deal with unacceptable behaviour.

## **Rewards and Sanctions**

We operate a system of rewards and sanctions.

We encourage positive behaviour through rewards such as:

- ✓ Praise
- ✓ Public recognition – e.g fab marks, Gold Awards, the Gold book,
- ✓ Giving special responsibilities
- ✓ Stickers etc
- ✓ Celebrating successes with parents / others

We believe that it is important that any sanctions used:

- are appropriate in consideration of the type of misdeed in question
- are consistently and calmly applied
- are given as soon as possible after the misdeed
- focus on the behaviour rather than the individual
- are accompanied by guidance towards alternative positive behaviour
- are appropriate to the individual needs of the child (and may include an individual behaviour plan.)
- are age appropriate
- encourage empathy and personal responsibility
- enable a child to put the situation right, including seeking forgiveness and reconciliation.

## **Response to inappropriate behaviours**

Each class operates a system of warnings (with clear indications of what needs to change); sad marks; sending to another class; headteacher involvement and ultimately exclusions either fixed term or permanent.

Only the headteacher can exclude a child by law.

Sad Marks are logged and analysed each half term. Individual behaviour plans are written up, shared with all staff and monitored frequently. The legal paperwork for exclusions is kept on the child's file.

## **Levels of Response**

**Level 1** – Warning and advice (not normally recorded beyond the day involved.)

**Level 2** – Giving of a “Sad” mark. This is automatically followed by losing 5 minutes break time. The teacher needs to record “Sad” marks and if 5 happen over a period of 2 weeks the parents should be seen. This automatically pushes the child onto the next level.

**Level 3** – Children with persistent bad/disruptive behaviour can be removed from the class and sent to another teacher or the head. They should be sent with work to do which should be completed before returning to the class or when the sending teacher requests their return.

**Level 4** – An Individualised Positive Strategy will be put in place following discussion with pupil, parents, teacher and headteacher.

Children may move to another level swiftly but at level 4 and above the parents must be informed of the action taken and the reason for it.

## **Roles and Responsibilities**

We recognise that, within the school, it is the role of all school staff to support one another in matters concerning behaviour. The ethos is one of collective responsibility for the behaviour encountered. Staff should feel able to:

- call on support from colleagues for dealing with inappropriate behaviour
- share difficulties openly and seek guidance from colleagues.

A child’s parents are key partners in matters relating to behaviour, accordingly they are:

- informed of their child’s behaviour, both positive and negative, through ongoing discussion, meetings or telephone calls arising from an incident, parent consultation evenings, annual reports, individual needs consultations and reports
- involved in the steps towards resolution of problems concerning their child’s behaviour, where its level of inappropriateness requires this.

## **Appendix**

### **Notes for Support Staff**

- 1) Praising Positive Behaviour is a priority in all lessons and around the school. “Fab” marks may be given out.
- 2) Lunchtime supervisors can reward positive lunchtime behaviours, particularly in the hall through putting stars in a class’ jar.
- 3) When whole class teaching is occurring the teacher is responsible for addressing minor disturbances so as to ensure the flow of the lesson is not interrupted. A quiet word in a child’s ear during this time may be appropriate for Support Staff to use.
- 4) Support Staff can give out “Sad” marks and the ensuing loss of playtime. Normally this is only appropriate at break duties or when teaching staff are not available.