

AIRE VIEW INFANT SCHOOL

Positive Behaviour Policy

Reviewed : July 2013
Next Review : July 2016

Aire View Infant School
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Rationale

To provide a calm and friendly school environment in which effective learning can take place, allowing all pupils to realise their full potential personally, educationally and socially.

Aims

1. To encourage a healthy and positive attitude towards learning.
2. To reinforce and encourage good behaviour which has been agreed by children and staff and endorsed by parents in the Home School Agreement.
3. To discourage inappropriate behaviour by modelling good behaviour and respond appropriately, effectively and consistently.
4. To positively affect the behaviour of our pupils by promoting self-discipline.
5. To encourage respect, for people and property, throughout the school
6. To continue to develop good liaison within school and with parents.
7. To provide a framework within which both staff and pupils can develop self-esteem.
8. To encourage a positive relationship at all times
9. To deal with incidents of bullying, racial harassment and truancy as well as minor misbehaviour.
10. To enable pupils with particular behaviour problems to be identified and the most suitable action initiated.

Guidelines

- Whole school and classroom rules will be established in consultation with the children and shared with parents.
- Good behaviour will be taught and encouraged at every opportunity.
- Good behaviour will be recognised and rewarded in a variety of ways.
- RULES - PRAISE - IGNORE will be employed as an aid towards positive class management.
- Inappropriate behaviour will be addressed through clearly defined and agreed procedures.
- TAs will be provided with training and support.
- Steps should be taken to teach and encourage safe play at breaks and at lunchtime.

The SENDCo alongside the KS1 / Foundation stage manager and class teacher will be involved with children who are having problems with their behaviour. An Inclusion meeting will take place termly to provide support and to evaluate progress. Outside agencies will be used as appropriate. The Head teacher, SENDCo, parental officer and class teacher meet termly to discuss any pupils experiencing difficulty with their behaviour. Appropriate provision is put in place and constantly monitored.

Fair Rules

The six agreed 'Golden' rules are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These six golden rules will be displayed throughout the school and in each teaching area on posters and be reinforced through stories and PSHCE circle time

Rewards

- Each class will have their own 'reward' system using sticker/stamp/marble/token for anything positive which has been achieved collectively by the class. Each class is rewarded with a treat when they have collected enough class tokens. The number of tokens required is the number of pupils multiplied by two. Essentially classes will achieve one class treat each half term. Appropriate activities include: videos, outdoor activities, team games, board games and creative activities. We encourage the pupils not to bring high value items into school.
- Each pupil has their own individual reward stamp book where they collect stamps for great behaviour and learning. Once the child has collected ten individual rewards, they will earn one class token. Fifty stickers/stamps will earn a child a bronze, a silver and finally a gold award. These awards are celebrated in Friday's celebration assembly. Teachers ensure that each pupil achieves their bronze award around the end of the Autumn Term, their silver by the Spring term and their gold by the Summer Term.
- In Friday's celebration assembly class teachers award two children with a certificate / rosette (star of the week) for good learning / behaviour. Staff explain in assembly why they have chosen particular children and this is recorded in a golden book. The photographs of all pupils awarded star of the week are displayed in the Reception area with the reasons why they were chosen. Playground buddies award two certificates as do Midday Supervisors.
- For exceptional learning or commitment to the school the Head teacher will send home via post a letter informing parents/carers how impressed and proud the school is for their child's achievements.
- Rewards such as sweets, pencils etc are not encouraged because we aim for children to recognise their own achievements without material rewards. In certain circumstances it may be appropriate eg birthdays and golden time treats.
- Other rewards identified by the pupils at our school include thank yous from staff, smiles, well dones, sitting on the benches in assembly when identified as a good listener, extra playtime, going to show other teachers their work, showing their work to their siblings class.
- KS1 Classes operate a peg tier system to acknowledge good behaviour and learning and discourage inappropriate behaviour. Pupils may earn stamps by going up the peg system. Once a pupil has reached Gold they receive a stamp and they return to Green. If a pupil reaches Red they must miss part of their playtime. They may be moved up from Red when their behaviour improves. At the end of the morning session, pupils who are on the negative part of the tier system return to Green.

- The Foundation Stage operates a similar system to KS1 where children collect stamps by moving up a sunflower. Once a pupil reaches the sunflower they collect a stamp on their reward chart and return back to green. Similarly if they reach the bottom of the ladder they must miss part of their playtime.

Sanctions

- We wish to be a friendly school, which is seen by everyone to be a pleasant place in which to learn. People should not feel threatened. Everyone needs a happy, secure environment in which to thrive.
- We will not tolerate behaviour which prevents these things from happening. There will be consequences for bad behaviour. These consequences are here to encourage good behaviour and discourage poor.

Consequences for Inappropriate Behaviour

The children whose behaviour causes concern will be dealt with in a number of ways.

1	Verbal warning
2	Peg moved down
3	Peg moved down again
4	Peg moved down again to denote 5 minutes playtime exclusion.

The Assistant Head teachers' will be informed of persistent inappropriate behaviour. A letter is sent home to parents informing them their child's behaviour is causing concern. If inappropriate behaviour continues parents/carers are invited into school. On occasion a pupil may be sent to the Assistant head or Head straight away for inappropriate behaviour, physical or verbal aggression towards other pupils or staff. The Head Teacher will also be informed of extreme behaviour that is either verbally or physically aggressive to staff and or pupils. The ultimate sanction is exclusion, fixed or permanent.

Positive Reward system at lunchtime / Playtime

The 6 playground golden rules:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

The playground has been divided into play zones. Each class takes a turn (by rota) to play in each zone. They will visit each area once over the course of the week. These include; football area, skipping area, small world area, dance and music area, trim trail area and quiet reading area.

The above is to encourage positive play and cooperation and to enable children to play in a stimulating and safe environment.

Red/Green card system

Children will be awarded a green slip for positive behaviour seen at playtime.

I am really happy with you because you chose to:

1. Be very gentle
2. Be kind and helpful
3. Tell the truth
4. Look after property
5. Listen carefully to others
6. Play well with others

They may also be awarded with a red slip

I am sad that, having quietly warned you, you still chose to:

1. Hurt someone physically
2. Hurt someones feelings
3. Covered up the truth
4. Waste and damage property
5. Ignore or interrupt others
6. Play unsafely

Children who receive green slips will be moved up the behaviour ladder. likewise children who receive red slips will be moved down the behaviour ladder. Red and green slips will be sent home. A record will be kept over time to monitor patterns in children's behaviour.