



Positive Behaviour Policy

“At The Pochin School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of good behaviour”.

Our school values of perseverance, optimism, confidence, honesty, independence and kindness are embedded in everyday life at The Pochin School. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on **mutual respect** between children and adults. Therefore, all staff, parent helpers, students etc. must adopt this philosophy. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves.

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. It is important that our Behaviour Code is clear and well known by all children and parents and is **consistently** applied by all staff.

The Pochin School Rules

- **We follow instructions first time**
We don't waste our own or others' time
- **We are respectful to everyone**
We don't interrupt or speak over others
- **We say and do kind things**
We don't hurt others or their feelings
- **We always tell the truth**
We don't hurt others or their feelings
- **We treat our environment and the things in it with respect**
We don't waste or damage things

Celebrating Behaviour

We reward those children who demonstrate our core values and keep the school rules in a variety of ways such as, praise, privileges, house points, certificates and stickers.

Dealing with Behaviour

Emphasis is on choice. The consequences of not following the school rules will follow. These will include:

In the classroom:

1. **A clear verbal 'warning' and a reminder of what is expected and which rule has been broken**
2. **Second warning - Name recorded Class Dojo**
3. **Third warning - Name recorded on Class Dojo 'time out', miss 5 minutes break or lunch time**
4. **Fourth warning – Name recorded on Class Dojo and 15 minutes in partner class. Record on Arbor and class teacher to contact parent**
5. **Fifth warning – child must see Headteacher**

In the playground:

1. **Step 1: A clear verbal warning and a reminder of what is expected**
2. **Step 2: Name written on playground yellow card (held on a clip board) to signify 'time out' - 5 minutes standing by the fence/staff member, in the playground or outside the room if wet play (door must remain open)**
3. **Step 3: Name written on playground red card to signify 'time out' 15 minutes**
4. **Step 4: Leave the playground to see member of SLT**

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

Monitoring

Class Dojo – weekly spreadsheet downloaded

Playground behaviour sheets – these will be monitored on a weekly basis

Daily Monitoring sheet – SLT will monitor daily behavior sheets given to specific children where further support is required.

Half Term Monitoring – SLT will review and monitor all behavior every half term.

Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

We want our children:

- To be happy and feel confident in school
- To choose good behaviour all of the time
- To be assertive yet respectful

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, **“Stop it, I don’t like it”**. The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected **to tell an adult about their concerns**.

We want to build on the strong partnership between home and school:

- By keeping you informed of good work and good behaviour
- By letting you know if your child chooses to misbehave repeatedly or acts in a way that seriously breaches our behaviour expectations

Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of physical intervention. We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We will only use physical intervention as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Individual Handling Policies

An individual handling policy will be written for children whose challenging behaviour frequently requires physical intervention.