



Pennyhill Primary School Behaviour for learning policy



Enjoy



Respect



Achieve

At Pennyhill Primary School we maintain a positive atmosphere in which every child and adult is respected and valued. It is through this that we enable all children to enjoy school life and achieve their potential.

Behaviour is managed most successfully when the staff use positive strategies to reinforce appropriate behaviour and marginalize the behaviour that is inappropriate. As a school we feel that encouragement always works better than punishment.

We have high expectations of behaviour as this develops respect, responsibility and relationships.

Our School Aims

- From the very beginning of school life, pupils' independence and self-discipline are fostered through a safe, secure environment.
- All children should have a suitable working environment in which respect is shared by staff and pupils alike. We strongly discourage calling out and interrupting others. Children are praised for waiting in turn to speak and listening to others politely.
- Children walk sensibly and quietly whilst in the school; creating a safe, welcoming, purposeful place to be.
- The noise level in classrooms is appropriate to the task in hand. Pupils are not allowed to disrupt the work of others and any such behaviour is dealt with promptly.
- Pupils develop self-control and learn about managing their emotions through curriculum work. Children are given strategies to deal with aggression and to take responsibility for their actions.

At Pennyhill we expect

- All members of our school community to show respect for all adults and children, the school and school property
- Visitors are treated with respect and we also set the same expectations of behaviour during extra-curricular activities and school residential trips
- All members of our school community to accept responsibility for maintaining excellent behaviour throughout the school. Expectations of behaviour and rules are shared with all pupils at the beginning of each school year. These are revisited regularly during Circle Time and assemblies.



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School rules

Our aims and expectations are reinforced through the school rules

Pennyhill School Rules

We treat everyone and everything with respect
We participate and always try our best
We always follow instructions
We move sensibly and calmly around school
We keep our hands and feet to ourselves

Rewards

At Pennyhill we believe in praising and rewarding good behaviour in a variety of ways.

Verbal praise - children are praised verbally by all adults for good work, positive behaviour and showing an understanding of the school rules and ethos

Good work/behaviour stickers- are given by adults for good work, positive behaviour and showing an understanding of the school rules and ethos

Zone boards (rewards) - each classroom contains a zone board with the names of all the children in the class displayed. The expectation is that every child should be on green. It's 'good to be green, special to be silver and great to be gold.' Children who are green, silver or gold every day get a chance to go into the weekly 'privilege draw' where they get to choose a privilege, of no monetary value eg wearing slippers in class or sitting next to a child of their choice. Their photo is posted in the class 'Evergreen book' to recognise the children who are always complying with the school rules and ethos. If a child is moved to silver they also receive a sticker. If a child is moved to gold they receive a sticker and a raffle ticket for a special prize which is drawn in the weekly key stage assembly.

Sending to another member of staff- children may be sent to other members of staff to show them their good work.

Pupil of the week recognition- every week the classteacher chooses a child whose work or behaviour deserves recognition in the key stage assembly. The child then receives a certificate to take home, a sticker and has their photo displayed in the hall.

Postcards home- are sent by adults to inform parents of their child's extra special achievements.

Team points - we have four colour teams and the children earn team points for good work and positive behaviour. Team points are counted up every week. At the end of each term the winning team receives a colour team treat.

Golden coins- are handed out by Lunchtime Supervisors and the Senior Leadership Team when they notice good behaviour eg a class walking along the corridor sensibly and quietly or any other behaviours which promote our aims and expectations. The golden coins are counted every week and class winners are displayed. Every half term the class who has the most weekly wins receive a longer lunch break.

Achievement certificates – children may receive a 'surprise' certificate. These are chosen termly by teachers. Parents are invited to attend and watch their children receive their certificate.



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Golden Time- at the start of each week, every child in the school is entitled to thirty minutes of Golden Time when they can enjoy a wide variety of fun activities based on pupil choice and interest.

Sanctions

Golden time can be removed from a child in a block of five minutes, if the child finishes the day on red on the zone board.

Zone board, if a child displays inappropriate behaviour in the class, they are given a warning before being moved down to amber. They are reminded that they are expected to follow the rules and that failure to do so may result in moving to red on the Zone Board. Their positive behaviour can be overtly praised and if their behaviour improves, they may be moved back to the green area. However if unwanted behaviour persists, the child is then moved to the red area of the Zone Board. If a child ends the day on red, they lose five minutes of their golden time and their parents are informed of their behaviour.

If unwanted behaviour still persists, and the child is disrupting the learning of others, the child may need to be moved to a quiet area or lose some of their break time. Disrupting the learning of others and unsafe behaviour can result in the children receiving an internal exclusion. Parents will be informed when this has happened.

Inclusion

Reasonable adjustments will be made to allow all children to have access to this policy. The Inclusion Leader (SENCo) will be involved with children who have learning difficulties or particular emotional and behavioural issues, advice and support will be given to the class teacher and the Leadership Team. Outside agencies may also become involved with these children.

Roles and responsibilities

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The role of the pupil

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is extremely important to educate the whole child and by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of tomorrow. Pupils should understand that disliking behaviour and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour. We encourage our pupils to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunities to act as good role models.

The role of the teacher (and other adults in the classroom)

Our pupils have the right to expect a calm working environment in which to pursue their learning. Teachers need to promote good, respectful behaviour and deal firmly but fairly with any inappropriate behaviour. It is essential teachers get to know the children as individuals and to understand them well. It is their responsibility to maintain an organised and interesting environment where pupils are praised regularly for positive behaviour and effort. Teachers also need to involve the pupils in setting targets and expectations for the class and for individuals. Teachers need to be aware of any particular problems which are happening outside school which may affect a child's behaviour.

The role of the parent

We are fully aware of the vital role parents have in promoting good behaviour in our pupils. All parents must understand that appropriate behaviour in the classroom is essential for the raising of



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pupil standards and attainment. Parents are encouraged to come in and discuss any issues with the teaching staff.

Our parents need to support the school by encouraging pupils to develop attitudes of self-respect, self-discipline and honesty. They should encourage pupils to complete homework regularly and to take pride in their learning.

The role of the Headteacher and Deputy Headteacher

It is the role of the Head Teacher to ensure the health and safety of every child in their care and to implement the school policy consistently. Particular patterns of behaviour are noted and reported to the Governing Body. Whilst we work hard with parents and children to avoid external exclusions and decisions to exclude children are not taken lightly, the Headteacher or Deputy Headteacher may exclude a child in order to keep all children and staff safe and ensure that all children can learn in a safe and secure environment.

The role of the Governors

The Governors support the Headteacher in implementing the policy and being aware of its effectiveness.

Date of policy implementation September 2016