

Positive Behaviour Policy

November 2020

This booklet contains important information for parents about the changes that we have made to our Behaviour Policy.

Please look through this booklet with your child.

A message to parents

Dear Parents/Carers,

Following a recent review of the school's behaviour policy, we are delighted to share with you some of the highlights of the changes afoot. Our new 'Positive Behaviour Policy' will remain in draft form until the end of Term 2, to allow us to make any minor adjustments that may be necessary. We shared the key elements of the policy with the children in a whole school 'virtual' assembly at the beginning of term.

At South Borough, we **value the importance** of **working in partnership with parents** to maintain **high standards of behaviour** and **support** children to **reflect** on their choices. It is **extremely important that parents understand and support the school's behaviour policy** and **help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.**

We want school to be enjoyable for every child. All children should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable consequences for unacceptable behaviour.

South Borough Primary School is a **restorative school**. The restorative approach empowers those involved to reflect on what has happened, convey the impact of harm to those responsible, and for those responsible to acknowledge this impact, take steps to put it right and consider what they could do differently next time. All staff have received up to date training from Behaviour Matters in how to use the restorative approach consistently to support children with their behaviour choices.

Have your children mentioned or tried to give you a Dojo yet? Read on we will explain....

We look forward to dishing out lots of rewards as a result of this new policy and sharing successes with you.

Kind regards

Mrs J Olivier
Executive Headteacher

Mr M Currie
Head of School

Behaviour Policy Aims

South Borough Primary School seeks to create a caring and quality learning environment in the school by:

- Ensuring every member of the school community feels valued and respected;
- Promotion of our school's core values through our day-to-day actions and explicit teaching;
- Encouraging and acknowledging good behaviour and choices;
- Promoting self-esteem by encouraging pupils to value and respect themselves and others;
- Provision of a safe environment free from disruption, violence, bullying and any form of harassment;
- **Accepting that we can make mistakes but that we need to learn from them and move forward;**
- Fair treatment of all children;
- Following the restorative approach to deal with conflict;
- Consistency of response to both positive and negative behaviour choices;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures;
- **Enabling each child to understand that they are responsible for their own behaviour, that their behaviour has consequences for themselves and for others and that this knowledge should influence their actions.**

Restorative Approach

South Borough Primary School uses a Restorative Approach to manage behaviour and deal with conflict. This approach focuses on developing positive relationships within the school and creates a safe, secure environment which enables children to develop both academically and socially. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

KEY THEMES & RESTORATIVE LANGUAGE

- **What happened/ Thoughts and feelings**

"Can you explain what happened?" or "Tell me what happened?"

"What were you thinking/ feeling at the time?" "And now?"

- **Harm and Affect**

"Who has been affected/harmed by what has happened and how?"

- **Needs**

"What do you need to make it right/ for you to feel better?"

"Is there anything that you could do to repair the harm?"

- **Future/agreements/negotiation**

"If the same thing happens again, what could you do differently?"

Key Changes



Replaced 'Sincerity' with the new core value of '**Self Reflection**'.



Introduction of the new '**Rainbow Rules**'



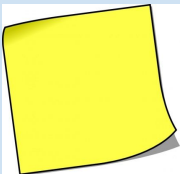
Replaced 'House Points' with '**Class Dojos**'. These lead to individual and class rewards.



'**Rainbow Stickers**' for good choices outside the classroom worth 2 Dojos.



Introduction of a '**Rainbow Chart**' in classrooms.



Introduction of a '**Yellow Slip System**' for when children make the wrong choice.

You have been awarded
the core value of
Support!

Awarded to: Class:

For:

Signed: 
Executive Headteacher: Mrs J. Olivier

Date:



SOUTH BOROUGH
Primary School

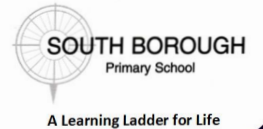
Core Values

You have been awarded
the core value of
Perseverance!

Awarded to: Class:

For:

Signed: 
Date:




SOUTH BOROUGH
Primary School

A Learning Ladder for Life

You have been awarded
the core value of
Bravery!

Awarded to: Class:

For:

Signed: 
Executive Headteacher: Mrs J. Olivier

Date:



SOUTH BOROUGH
Primary School

A Learning Ladder for Life

You have been awarded
the core value of
Self Reflection!

Awarded to: Class:

For:

Signed: 
Date:



SOUTH BOROUGH
Primary School

A Learning Ladder for Life

Rainbow Rules

Our behaviour policy is based on positive rewards given for following our **RAINBOW** RULES:



The Rainbow Rules are displayed in every classroom and in communal areas, including those outside. These rules will be referred to at all times of the school day and will form the general principles around behaviour expectations at South Borough. Children will be rewarded for following the Rainbow Rules. If a child makes the wrong choice, they will be reminded about the Rainbow Rule they have chosen not to follow and given the opportunity to make the correct choice. Teachers have done lots of work with their classes about how they can show they are following these rules.

Reading Award

- ★ For children who have read at home and recorded in planner.
- ★ Badges award & names entered into draw for Tablet.



Rainbow Stickers

- ★ Awarded for good behaviour outside of lessons.
- ★ 2 Dojos awarded.



Class Dojos

- ★ Awarded in lessons for special effort.
- ★ 40 Dojos = personal prize/experience
- ★ 2000 Dojos = class reward

Artists of the Week

- ★ For children who have shown great work in art lessons.
- ★ Mention in the celebration newsletter.



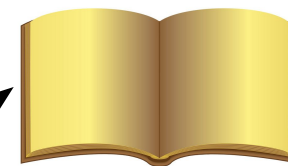
Scientist of the Week

- ★ 1 child per class for super science.
- ★ Mention in the celebration newsletter.



Golden Book

- ★ 3 children per week sent to SLT for outstanding work.
- ★ Mention in Golden Book.
- ★ 5 mentions = golden prize.



Rewards



Core Value Awards

- ★ For showing the core values to a high level.
- ★ 2 certificates per week, presented during Celebration Assembly.
- ★ Stickers awarded throughout week.
- ★ All 4 = HT award.



Rainbow Rule Rewards

- ★ 1 Dojo awarded for sun.
- ★ 2 Dojos for Rainbow.
- ★ Name in the pot of Gold.
- ★ Two names drawn out to receive Bonus 10 Dojos.



Pupil of the Day

- ★ 1 child per class each day for great behaviour, something amazing or trying their best.
- ★ Praise Pad plus teacher to inform the parent

The Rainbow Chart

Following the Rainbow Rules?

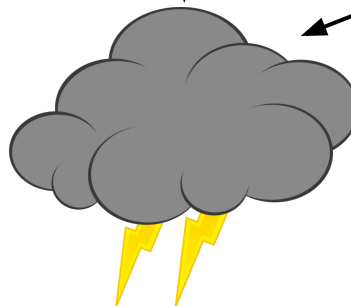
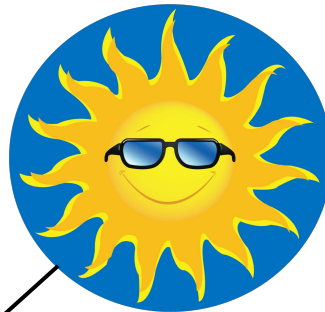
The Rainbow

Children showing exceptional behaviour will be verbally praised and placed on the rainbow. These children receive 2 Dojos at the end of the session. In addition to this, their name is written down and put into the class 'pot of gold.'

On a Friday two names are picked out of the **pot of gold** and these children will receive 10 Bonus Dojos.

The Sun

All pupils start each session (morning, after morning playtime and beginning of afternoon session) on the sun for following the Rainbow Rules. They get 1 Dojo if they are on the sun at the end of the session.



Not following the Rainbow Rules?

Ongoing focus to ensure the child turns their behaviour around by:

- i) Remind of the Rainbow Rule not followed;
- ii) Give opportunity to make the correct choice.

Stage 1

Verbal Reminder

Stage 2

Move to cloud

Stage 3

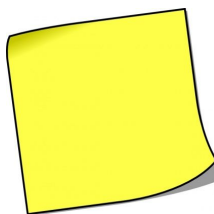
Move to thunder cloud
(children can fast track to the sun from here)

Stage 4

Send to Phase Leader

Pounce on the Positive

=



Yellow Slips & Consequences

At South Borough, staff will always look to praise and reward children for making good choices first and provide every opportunity possible for children to turn around poor behaviour choices. We have deliberately included **a 'reset' of the Rainbow Chart 3 times per day** so that children get increased opportunities to have a fresh start throughout the day.

Whilst we are extremely confident that the majority of children will respond to praise and the rewards included in our new policy, we have included a clear consequence system called 'Yellow Slips'. Yellow Slips will only be issued if a child reaches Stage 4 of the Rainbow Chart. This will mean that they have been given at least 3 opportunities to turn their behaviour choices around.

We anticipate that Yellow Slips will be issued very rarely, however we do want to make parents/carers aware of the procedures that we will follow in the event of a Yellow Slip being issued.

SOUTH BOROUGH Primary School		Yellow Behaviour Slip			
Name:		Class:		Yellow Slip No:	
Date:		Time:		Written By:	
	Rainbow Rule		Details		
1	We respect all members of our community.				
2	We are truthful and we listen.				
3	We have good manners and walk sensibly around the school.				
4	We look after property.				
5	We are gentle and calm at all times.				
6	We are kind and helpful.				
7	We work hard.				

- Yellow slips list the Rainbow Rules.
- Class Teachers will select the Rainbow Rule(s) they feel the child has broken.
- The child will then spend some time with the Phase Leader, talking about which Rainbow Rule has been broken and how to improve their choices next time.
- This will then be recorded on a Whole School Behaviour Log.
- **Parents will be informed from the 2nd Yellow Slip onwards in a long term.**

Yellow Slip Stages & Parental Communication

When a child receives a 'Yellow Slip' it will be fully investigated by the Phase Leader, including whether the Positive Behaviour Policy was consistently and fairly applied.



- a) Verbal warning and be reminded of the Rainbow Rules.
- b) Restore - what will you do differently next time?



- a) '**Green Letter**' issued to parents explaining the circumstances. (antecedent and behaviour).
- b) Class teacher will personally deliver the contents of this letter in person or by telephone.
- c) Continue to monitor behaviour.



- a) '**Amber Letter**' issued to parents explaining the circumstances
- b) Classroom observation of child.
- c) Class based interventions set up.
- d) Meeting with parents - with teacher and phase leader.
- e) Monitor intervention.



- a) '**Red Letter**' issued to parents by Deputy Headteacher.
- b) Classroom observation of child.
- c) Meeting with parents - with Deputy Headteacher.
- d) Continue with the class based intervention or implement something different according to the personal needs of the child.

Serious Unacceptable & Intentional Behaviours

The following **unacceptable and intentional behaviours** will result in automatically being sent to the Head of School who will determine whether an internal or possible fixed term exclusion applies. This will trigger an **automatic red letter** being sent to parents.

- Serious and intentional acts of violence towards other children or adults;
- Acts of prejudice, including racism;
- Dangerous behaviour that jeopardises the safety of others;
- Bullying (both in person and online);
- Stealing;
- Being verbally abusive or rude to an adult.

Preventative Measures

As part of good inclusive practice and meeting the needs of our most vulnerable pupils, many preventative measures are taken to support children's successes to avoid yellow slips being received.

Indoor Provision

Some pupils find unstructured times, such as playtimes and lunchtimes difficult. Arrangements may be put into place for these children to attend some form of 'indoor provision'.

Named adults

In some circumstances an adult will be assigned to be the 'go to' person for a child and will keep a special eye on them.

Peer Mediators

Some children in Years 5 and 6 are trained to be Peer Mediators. The aim of peer mediation is for "Peers" to resolve conflict within the school playground using mediation.

Emotion Meters

All classrooms will have an emotion meter displayed, which teachers can use as a proactive measure in discussing emotions with children.

Jigsaw

The Jigsaw scheme of work is used across the whole school to teach aspects of the Personal, Social and Health Education (PSHE) Curriculum. Some of the units within the Jigsaw scheme are specifically designed to teach children the skills they need to socialise with others and become responsible citizens.

Assemblies

Children take part in regular class and whole school assemblies. All assemblies have a theme which are centred around the Core Values or Rainbow Rules. Key messages about behaviour and expectations are communicated to children in assemblies and are regularly revisited by all members of the team.