

# KNOWSLEY LANE PRIMARY POSITIVE BEHAVIOUR AND SELF- ESTEEM POLICY



## VANTAGE ACADEMY TRUST

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\*subject to any relevant changes in legislation or other appropriate guidelines

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## INTRODUCTION

- 1.1 We believe that all children at Knowsley Lane Primary School have a right to education, care, safety and an opportunity to develop and enjoy good relationships. We also believe that all staff should have a right to teach and support children's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning.

It will encourage independence, self-reliance and ultimately self-discipline and a sense of responsibility.

## AIMS

- 2.1 To foster high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.
- 2.2 To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.
- 2.3 To actively promote good behaviour through positive encouragement and rewards rather than negativity and punishment.
- 2.4 To provide a simple and fair framework of expectations, which is understood by all and applied consistently by every member of staff.
- 2.5 To promote self-respect and develop self-esteem through high expectation of standards of dress and cleanliness.
- 2.6 To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- 2.7 To promote a partnership between teachers, parents and children to develop mutual respect and understanding.
- 2.8 To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

## OBJECTIVES

- 3.1 To expect and demand high standards of behaviour at all times.
- 3.2 To expect and demand politeness and good manners at all times.

- 3.3 To teach children to listen when appropriate, not to interrupt others and to learn to take turns.
- 3.4 To celebrate success, both social and academic.
- 3.5 To encourage the acceptance of an increasing level of responsibility.
- 3.6 To build and consolidate feelings of self-respect and self-esteem.
- 3.7 To provide opportunities for children to work towards the goal of self-discipline.

## TEACHING AND LEARNING

- 4.1 All classrooms will be well managed and organised reflecting the high standards expected.
- 4.2 All work provided will be relevant, appropriate and stimulating.
- 4.3 All areas of school will be kept appropriately tidy, both by staff and children.
- 4.4 All members of staff will expect high standards of behaviour from all children at all times.
- 4.5 In conversation children will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible.
- 4.6 All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.
- 4.7 In teaching situations children will be expected to raise their hand before addressing a member of staff, where appropriate.
- 4.8 Children will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns.
- 4.9 Class teachers have responsibility for individual children's behaviour within their classroom but must communicate any concerns to the Senior Leader of that Key Stage so that strategies can be discussed and agreed before more formal steps are required. The SENCO will then be informed to discuss further needs of individual children.

## THE USE OF REWARDS WILL HEAVILY OUTWEIGH THE USE OF PUNISHMENTS

- 5.1 Punishment will involve the expression of disappointment, displeasure or surprise.
- 5.2 Private rather than public reprimands will be made whenever possible.
- 5.3 Humiliation will not be used.
- 5.4 Criticism will focus on the behaviour NOT the child.
- 5.5 Children MUST NOT be excluded from lessons as a punishment.
- 5.6 Children MUST NOT be left unsupervised.
- 5.7 Staff will not negotiate with children in matters of discipline. (Individual views should be listened to but staff must not be drawn into arguments when investigating incidents)
- 5.8 All children must be treated equally in matters of discipline.
- 5.9 Structured teaching of behaviour and self-esteem comes through our PSHE scheme. Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.
- 5.10 Every September the class teacher must discuss the class rules with their children. They must be displayed in the classroom all year and be linked to the personal learning goals.

- |                           |   |
|---------------------------|---|
| 1. Do be gentle           | 2. Do not hurt anyone                       |
| 3. Do be kind and helpful | 4. Do not hurt people's feelings            |
| 5. Do work hard           | 6. Do not waste your or other people's time |
| 7. Do look after property | 8. Do not waste of damage things            |
| 9. Do listen to people    | 10. Do not interrupt                        |
| 11. Do be honest          | 12Do not cover up the truth                 |

## OUR SCHOOL REWARD SYSTEM

- 6.1 Our whole school reward system is based on the principles from Class Dojo and celebrated through 'Dojo Time'. (See appendix A for further information)
- 6.2 The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness and good behaviour and promotes a positive atmosphere and fosters the notion of high expectation.
- 6.3 Verbal and tangible rewards e.g. praise, written comments, stickers for children to put on sweatshirts.
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- 6.5 Special mentions in class – public praise in front of peers.
- 6.6 Displaying children's work.
- 6.7 Showing children's work to parents, other teachers and the Head teacher.
- 6.8 Giving children classroom responsibilities.
- 6.9 Valuing children's opinions through circle time and allowing children the opportunity to praise each other.

## LUNCHTIMES

- 7.1 Good behaviour at lunchtimes must be rewarded frequently by the lunchtime supervisors – linked to Class Dojo.
- 7.2 All children must treat lunchtime supervisors with exactly the same respect they would afford any member of the teaching staff.
- 7.3 They should observe the same playground rules they do at any other time of day.
- 7.4 On completing their meal, children will leave the hall in an orderly fashion.
- 7.5 Any child demonstrating anti-social behaviour will dine with the KS2 leader or Deputy Principal.
- 7.6 Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary.
- 7.7 At lunchtime, children will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and

working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression.

## KS1

- 8.1 Positive reinforcement - Daily stickers for good behaviour throughout the dinnertime, both inside and out.
- 8.2 Children who are not able to share, take turns or who are being aggressive with other children will have 5 minutes time out standing on the wall.

## KS2

- 9.1 Lunchtime supervisors use Dojo cards to promote positive behaviour. A three strike system is used if a child misbehaves. After the third strike, the child is removed from the situation to have their lunch or visit the LKS2/DHT for their department.
- 9.2 Any child from KS1 or KS2 who cannot follow these rules will be sent to the senior leader for their Key Stage.

## WET LUNCHTIMES

- 10.1 During wet lunchtimes children must go to the toilet before returning to their classroom after eating their dinner. The children will return to their own classroom, supervised by the welfare staff. Year 6 Prefects will assist in their hall monitor role.

## PARTNERSHIP WITH PARENTS

- 11.1 We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.
- 11.2 Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be

responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

- 11.3 The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## INCLUSION FOR ALL

- 12.1 We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

## APPENDIX A – DOJO TIME

These are the Dojo Time guidelines.

- Dojo Time will be 30 minutes of set activities in KS1 (including Reception) and KS2. Children will select their activity on Monday for the Friday of that same week.
- Children are mixed from Reception to Y6 in 4 different houses (Aintree, Albert Docks, Mersey Ferry and Radio City).
- In order to gain all 30 minutes of Dojo Time, pupils must have 100% positive points from Monday to Friday.
- 5 minutes will be deducted from Dojo Time for every negative dojo received.
- Positive and negative dojos can be given by any member of staff linked to our Personal Learning Goals and our Golden Rules.
- Negative dojos will automatically be given for any unauthorised absences, lates after the register closes and/or being unprepared for any lessons (PE kit, musical instruments etc.)
- Children's work and extra-curricular activities can be celebrated with the whole school and parents, via the Class Dojo app/website.
- All positive/negative points will be reset to zero on Friday, after school, ready for a fresh start at the beginning of the following week.
- Children will receive a verbal warning for inappropriate behaviour.
- If they persist with inappropriate behaviour they then will receive a negative dojo.
- If this carries on the pupil must be sent to the head of their department at the end of the lesson. A member of staff needs to bring them to ensure the correct explanation is given. The pupil will only be sent to SLT straight away, if the behaviour is dangerous to themselves or other children or if it stops the lesson continuing.
- A child will go straight to the Principal for intentional physical violence or inappropriate verbal abuse. In this case, professional judgement by SLT will be used with regards to the consequence.

## APPENDIX B - NURSERY

- Young children need instant praise and encouragement for good behaviour and this will be a key factor of our early years provision. As PSED is a prime area in early years, a substantial amount of time will initially be taken up with behaviour/emotional development linked activities to encourage sharing, taking turns, self-confidence and self-esteem. Children will spend a lot of time with their key worker and they will get to know their children well over the first few weeks. This will enable them to understand individual children's needs and work on their next steps in development. These warm relationships will help to nurture the children and enable positive role-modelling for each child. Each key person will spend time every week to develop this with every child in their key group.
- Children will be assessed on entry to nursery and reception using the Leuven scale for emotional well-being and next steps planned accordingly.
- All members of staff will help to develop a calm and positive environment within the nursery at all times.
- Comments will be positive rather than negative, for example, 'please walk' rather than 'don't run'.
- All staff need to have a consistent approach when dealing with behaviour.
- If a child struggles to understand the boundaries of good behaviour it may be necessary for them to have some quiet time with their key worker, discussing why we do not want to see that behaviour again. This may be followed by 5 minutes of not being allowed to play with the others.
- If persistent unwanted behaviour is seen then parents will be involved and their support asked for to help overcome this problem.
- Parents will be supported if they ask for help with behaviour issues that arise at home, where possible.
- Children's feelings will be considered at all times and plans put into place to help avoid any issues e.g. transition times as they enter school or move between rooms.
- If needed, staff will engage the help of the SENCO in the first instance and then work with outside agencies such as health visitors, school nurse, and educational psychologist etc to help promote good behaviour.