



# ROSEBURN PRIMARY SCHOOL

## Positive Behaviour Policy

### A Guide For Parents

#### RATIONALE

Through following our school's positive behavior policy and school values, pupils will learn to make good choices and to take responsibility for their behaviour. In doing so, they develop and use the skills necessary to build and sustain positive relationships and reduce conflicts in school, home and the community. Through a consistent, whole-school approach, we ensure pupils have the following:

- praise and encouragement
- support when things go wrong
- the opportunity to practise skills
- good role models
- a range of appropriate skills and strategies to choose from

Our school promotes good behaviour through a positive behaviour policy which:

- defines desired behaviours and makes expectations clear
- actively teaches strategies for resolving difficulties
- acknowledges good behaviour and effort
- minimises attention given to bad behaviour
- communicates to all pupils that they are valued

## RESTORATIVE APPROACHES

Staff are encouraged to take every opportunity to use positive reinforcement and build better relationships with a view to improving behaviour. However, at times there will be a need to apply consequences to underpin the positive relationships process and remind children that all choices have repercussions.

Restorative approaches may be used to develop pupils' understanding of the consequences of problematic behaviour. The term 'restorative practices' is used in education to mean restoring good relationships when there has been conflict or harm. Restorative approaches include informal restorative conversations, role play and reflection sheets. In some cases, restorative mediation may also be appropriate to support pupils.

## ROSEBURN RULES AND VALUES

Our school rules are:

**Be Kind    Be Safe    Be Helpful    Work Hard**

These are underpinned by our school's core values of:

**Respect    Responsibility    Kindness  
Perseverance    Ambition**

## **POSITIVE BEHAVIOUR REWARDS**

At Roseburn we value positive recognition of good behaviour. Every class has a behaviour ladder with the children's names on it. The behaviour ladder has 5 steps:

- **SUPER STAR**
- **WORKING HARD**
- **READY TO LEARN**
- **WARNING**
- **ACTIONS HAVE CONSEQUENCES**

Children start each day on "Ready to learn" and aim towards being a "Super Star" by making positive behaviour choices (such as following instructions quickly, using manners, being kind, trying their best etc). Those who reach "Super Star" can choose a reward such as extra Golden Time, 5 house points etc. Names are reset back to "Ready to learn" at the start of every day.

## **ADDITIONAL BEHAVIOUR REWARDS**

In addition to our behaviour ladders, children can also be rewarded in the following ways for making positive choices:

- Verbal praise and positive feedback
- House points
- Star of the Week
- Playground pegs
- Stickers
- Star Awards
- Head Teacher's Award
- Good news phone call home
- Achievement Wall
- Table points
- Visit Head Teacher with good news
- Sharing achievements at assembly

## **ACTIONS HAVE CONSEQUENCES**

Staff are encouraged to take every opportunity to use positive reinforcement and build better relationships with a view to improving behaviour. However, at times there will be a need to apply consequences to underpin the positive relationships process and remind children that all choices have repercussions. Children who do not make positive behaviour choices get a warning about the choice they are making. If the behaviour continues they move to “Warning” on the behaviour ladder. If the behaviour still continues they move to “Actions have consequences” and lose 5 minutes of their Golden Time. Children have a chance to earn their 5 minutes back if they make it to “Super Star” on a different day of that week.

If challenging behaviour is continued or persistent, further strategies may be used, such as phone call home, pupil contract, meeting with parents, personalised behaviour plan.

If, after an agreed period of time, satisfactory progress is still not being made the Head Teacher will discuss with parents/carers the involvement of outside agencies to support a solution, but each child will be discussed on an individual basis.

