

Southdale Primary School

Promoting positive behaviour

23-24



Creating Positive Environments

At Southdale Primary School we work in partnership with parents, carers and the wider community to create a positive ethos and environment for effective learning and teaching. All staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider community. Staff and learners use our Class, Playground and Lunchtime Charters, underpinned by the United Nations Rights of the Child (UNCRC) to ensure a consistent approach to expectations across the school. All pupils nominate a Trusted Adult within the school who they can go to for support when they need it, all members of staff within the school are a valued part of this approach. Appropriate time is given for conversations with Trusted Adults and this is a priority. Pupil Ethos Leaders and Environment Leaders collect views of the school community and promote a positive environment, based on the suggestions they collect.

Impact: Staff and learners value the impact of positive relationships on enhancing learning and teaching. Learners feel listened to and supported through our Trusted Adult approach. Rights based practice and charters ensure consistent expectations. Pupil Leadership groups focus on the development of positive environments.

Whole School Approaches

UNCRC Charters Across the School

Class Charters are created by learners alongside their class teachers to outline the expectations and agreed standards of behaviour in classrooms. These relate directly to Children's Rights from the UNCRC. These are referred to regularly to redirect behaviours that do not meet the agreed Class Charter expectations. Playground Charters and Lunchtime Charters are also used by Support Staff across the school to ensure a consistent approach.

Impact: Learners and staff develop clear and consistent expectations for all. Language is shared and consistent across the school. Learners are aware of their rights and the rights of others.

House Points & Class Targets

Learners can be awarded House Points for showing our school values of Respect, Responsibility, Fairness and Achievement. House Points can be awarded by any member of staff in the school. Learners can also be given House Points for demonstrating the following Skills and Strategies.

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| <ul style="list-style-type: none">• Literacy Skills• Numeracy Skills• Creativity Skills• Resilience Skills• Social Skills | <ul style="list-style-type: none">• Growth Mindset Strategies• Technology Strategies• Formative Assessment Strategies• Outdoor Learning Strategies• Metacognition Strategies |
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House Points are collated in classes and displayed weekly, the totals are collected from each class at the end of the week by the Pupil Leadership Team and the total from all classes is announced at whole school assembly. Furthermore, classes set a target for the amount points they want to accumulate over the week and if the class meet this they will be awarded an extra break time. This ensures that the whole class is celebrated and learners are working towards a common goal. This also ensures targets and rewards are manageable and accessible to all. Opportunities to work in Houses promotes positive relationships with peers from out with their class and staff from other levels across the school.

Individual Awards and Recognition

At the end of each week class teachers select learners to be celebrated for demonstrating the values, skills and strategies above. Learners are given a certificate and House Points during whole school assembly. This is tracked to ensure all learners have opportunities to experience this success. Each term certificates are awarded based on curricular areas being focussed on. At the end of each school year staff nominate learners to be celebrated at our Annual Awards Ceremony. Learners can visit Senior Management Team to share their achievements and be recognised for their efforts and behaviour regularly.

Impact: Learners have many opportunities for their success to be celebrated and recognised across the school. Learners feel motivated to meet shared expectations of behaviour and effort. Learners feel that they are a valued part of the school community.

Managing Challenging Behaviour

In class we follow the following steps when a child is not following the agreed expectations of behaviour

1. Reminder of expectations – referring to agreed class charter
2. Redirection of behaviour – moved on to different task, moved from current area
3. Formal warning – to take place privately where possible

After these steps have been taken, if the child's behaviour continues we will follow the following steps

4. Removal from activity or environment – See SMT
5. Action/plan/consequence or restorative conversation to take place supported by SMT. Trusted Adult time if required or necessary
6. Support from HT. Parents contacted for further discussions on behaviour – from this a targeted approach may be developed for the individual child in line with WLC Continuum of Support

Impact: Staff have clear and consistent steps to follow, including guidance for managing behaviour in classrooms and support from SMT where required. Learners are informed of all the steps being taken and given opportunities to change their behaviour.

Targeted Approaches

Individual Plans for Managing Challenging Behaviour

Should all of the above steps have been taken and behaviour continues to not meet the agreed expectations, approaches will be explored to meet the needs of the individual child and their family. This will be done alongside class teachers, SMT and external agencies if necessary. These approaches may include: QR code Daily Check Ins, Home Diaries, Positive Response Plans.

Impact: Appropriate support is put in place for learners and families to meet their individual needs.