

## What if I have concerns?

You are welcome to talk through any concerns with the class teacher. Please try to arrange a mutually convenient time.

## What do we hope for?

We know that not everyone is perfect all the time! We do however have high expectations of children and adults. We expect good manners and a willingness to try to behave appropriately. We hope that through this:

- School will be a positive experience for all concerned and a place where people feel valued.
- The school will have a calm and purposeful atmosphere where children can learn effectively and have fun.

Thank you for playing an active part in making this happen.

**Together we can make positive behaviour a success for all.**

## **What about bullying?**

Minor disagreements between children will happen regularly, of course, but fights over a skipping rope or friends 'falling out' is not the same as bullying.

Nonetheless, bullying does occasionally occur in all schools. Bullying can take many forms but we define it as deliberate and persistent, ongoing behaviour which causes embarrassment, pain or discomfort to the target. The children understand this as **STOP - behaviour which happens 'Several Times On Purpose'**. Children are encouraged to **'Start Telling Other People'**

We are committed to treating any cases of bullying sensitively but seriously and to give the clear message that bullying will not be tolerated.

Adults know that they must report bullying to a member of the senior leadership team who will then talk to all parties concerned and apply sanctions to any child responsible for this serious offence.

We frequently raise the subject of bullying in class and school assemblies to help children to realize what they should do if they are bullied or know if any bullying is going on.

# Stretton Handley Church of England Primary School



## A Parent's Guide to Positive Behaviour

## Golden rules

- ✿ We are kind, polite and respect others.
- ✿ We try our best, work hard and learn from our mistakes.
- ✿ We listen carefully to others without interrupting them.
- ✿ We look after our own and respect other people's belongings.
- ✿ We tell the truth.
- ✿ We treat other people the way we would like to be treated.

## Why do we have these rules?

### **We believe that:**

- Everyone has the right to feel safe, secure and fairly treated.
- Children have the right to learn and adults have the right to teach and help learning.
- Everyone deserves to be treated with politeness, respect and kindness.
- We need to look after school and each other's property carefully.

Our rules are there to help us to do this.

## How do we encourage appropriate behaviour?

### Good to be Green

Our 'Good to be Green' behaviour system provides an effective way to promote positive behaviour in the classroom. It allows for recognition of pupils who behave appropriately all the time and supports those who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviours expected in school regardless of what classroom they are in or who is teaching them.

### Rewards for positive behaviour

Children are rewarded in the following ways:

- ✿ Verbal Praise
- ✿ Dojo Points
- ✿ Stickers/stamps
- ✿ Proud Work
- ✿ Certificates
- ✿ Sharing Achievements
- ✿ Celebration activities/events

Dojo Points can be given for:

- ✿ Work / Achievement
- ✿ Effort
- ✿ Behaviour



Each key stage has a **Good to be Green** chart with a space for every child. Every child starts each term with a Green card. There is a Stop and Think card (blue), a Warning card (yellow) and a Consequence card (red). The aim is to stay on Green - children are supported to do this. At the end of each half term, the children who have remained on green have a reward time during our 'Good to be Green Day'

The school tries whenever possible to encourage appropriate behaviour by positive means.

Children are expected to take responsibility for completing specified pieces of work during the week and for handing homework in on time. Children who lose any of their own time will be quite clear about the reasons why. They will have an opportunity to complete work, to talk about their difficulties and discuss ways to improve their behaviour, attitude or motivation. Parents will be contacted if their child continues to find making the right choice difficult.