Potters Green School

Nurturing bright futures

Behaviour, Discipline and Incentives

Parent Leaflet

Core values



Being honest and valuing ourselves, other people and property by showing kindness in the way we treat others.
Managing our feelings by coping and bouncing back after experiencing new challenges or different/difficult situations
Taking personal responsibility for our learning and actions, behaving sensibly and making good choices.

At Potters Green School **positive relationships** are at the core of our school values of: **Respect, Responsibility** and **Resilience**. We believe that children learn best when: they feel safe; are happy; feel valued as individuals and that they are treated fairly by everyone. There is a clear understanding that not all behaviour can be treated the same, as some behaviours are more extreme than others and children need to be treated in line with their own specific needs and behaviours. The school has a range of incentives to promote and reward good behaviour and choices and to celebrate achievements. There are regular opportunities for pupils to share their views either through consultation or the School Council. The full 'Behaviour, Discipline and Incentives policy' is published on the school website.

School Values

Everyone in school is expected to show our 3 core values of: **Respect, Resilient** and **Responsible**.

We are **Respectful** by being honest and valuing ourselves, other people and property by showing kindness in the way we treat others.
We are **Resilient** by managing our feelings by coping and bouncing back after experiencing new challenges or different/difficult situations.
We are **Responsible** by taking personal responsibility for our learning and actions, behaving sensibly and making good choices.

These values underpin the operation of our Behaviour, Discipline and Incentives Policy and staff must keep them in mind when applying the policy. The Values are used consistently across the school and children are taught them through assemblies, RSHE lessons, whole school and phased assemblies. The values are regularly referred to as part of the children's learning.

School Rules (created by the pupils)

At Potters Green School we aim to, **always be our best self, even if people aren't watching.** Our school rules help us to do this.

- We are kind and helpful
- We always have good manners
- We look after everyone's property
- We are honest and take responsibility for our actions
- We respect differences as we are all equal
- We work hard
- We will not hurt others

Incentives (positively reinforcing good behaviour)

Good behaviour is the expected norm and the school has a variety of rewards celebrating good learning behaviours, achievements, following the school rules and applying the core values in their work and with others. Some of the incentives are:

- House Points (House of Respect, House of Resilience and House of Responsibility)
- Star Child of the Week (Weekly 2 children per class are celebrated)
- Headteacher's Class of the Week
- Headteacher's Award (For a range of celebrations eg good pieces of work or improved behaviour/attendance)
- Weekly Attendance Party (Weekly Class Party for the class with the highest attendance/non-uniform)
- Attendance 100% badges and certificates for those demonstrating 'good' attendance that term (96%+)

- Termly child of Excellence awards (celebrates a child who has consistently demonstrated the school core values)
- Good behaviour Certificates and Badges (for children who have not been awarded a 'stage' on the 'Behaviour, Discipline and Incentives Policy'.
- Birthdays are celebrated by singing to the children that week in assembly and a gift is given in class.
- Lunchtime Raffle Tickets (Each dinner supervisor awards a raffle ticket for consistent and good behaviour for KS1 and KS2. At the end of the term there is a raffle with the children winning a prize eg Kindle).

Discipline: Warning and Stages

The policy is based on a **4 Stage** approach. The children do not work their way through the different stages, it depend on the nature of the behaviour. At each stage different sanctions are in place. To support children to improve their behaviour they may be placed on a Behaviour Chart, Positive Handling Plan or an Improving Behaviour Plan

Pre-Stage – A verbal warning explaining reason for the warning (This is not recorded).

Stage 1

Behaviour that can effectively be managed within a classroom environment by the class teacher.

Stage 2

More serious negative behaviour that can effectively be managed within a classroom environment by the class teacher and may include involvement by the phase leader. Children at this stage may be placed on a Behaviour Chart if behaviour is frequent.

Stage 3 (DHT)

Stage 3 can only be given by the headteacher or deputy headteacher. This is serious unacceptable behaviour. Children at this stage may be placed on a Behaviour Chart or an Improving Behaviour Plan. Internal exclusions can be given at either a stage 3 or 4.

Stage 4 – (HEADTEACHER)

Stage 4 can only be given by the headteacher or deputy headteacher in their absence. This is exceptional serious unacceptable behaviour. Some Internal Exclusions, Suspensions and Exclusion from school are a Stage 4.

Supporting Children To Reflect On Their Own Behaviour

It is our policy for all children to take responsibility for their own behaviour and to understand the consequences of inappropriate behaviour. Following a behaviour incident an adult will discuss with the children how their behaviour did not follow the school values/rules and the consequences of their actions for themselves and others around them. They must understand how they can improve their behaviour and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology or repair of damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident.

Contact With Parents

As a school we recognise the important role that parents play in supporting their children to manage their own behavoiur. Wherever possible, we will celebrate success with our parents but we will also inform them when their children are displaying unacceptable behaviour. This would include incidents at Stage 3 or 4. Parents are informed of all internal exclusions. It is important for teachers and parents to work together to improve behaviour.