



DOVECOTES PRIMARY SCHOOL

POLICY FOR POSITIVE BEHAVIOUR

Behaviour Policy Contents

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This policy is to provide all staff with basic guidelines for dealing with pupils, especially those whose behaviour has been in any way unacceptable. This may involve disobedience, lack of effort, disrespect to adults or other pupils or silly behaviour.

In a sense there are as many strategies as there are pupils, for certain procedures may work for one child but be inappropriate for another. Yet consistency is important and the main purpose of this policy is to develop strategies which are as even-handed as possible.

Children Learn What They Live

If a child lives in criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Basic Rules

Basic school rules should be well known by children, staff and parents.

School Rules

1. Pupils are expected to behave courteously towards one another.
2. Running inside the school building is not permitted. Keep to the left. Wait at the doors to let adults through.
3. Pupils are expected to wear the school uniform. Most items of uniform are available from the school office, all large chain stores and smaller local shops. In case of difficulty with uniform, please contact the Headteacher or Deputy Headteacher, who will be able to give names of local suppliers.
4. Children should not wear jewellery in school. If the child has pierced ears, then stud earrings only nothing dangly.
5. Pupils should wear sensible, flat-bottomed footwear. (Not trainers unless doing PE)
6. It would be helpful if parents would label each item of clothing with a suitable name tag. It is also useful for each pupil to have a "pump" bag marked with their name. A list of P.E. requirements is in the school brochure.
7. Children are not allowed to bring in their mobile phones unless in exceptional circumstances. (Please see mobile phone policy)

Parents are requested to pay particular attention to punctuality. Lateness, apart from being a bad habit retards progress at school.

Class Rules

At the start of each year staff will discuss and work with children on what the rules are and what it means.

1. Follow instructions.
2. Keep on task.
3. Keep hands, feet and objects to yourself.
4. No shouting, sweating or teasing.

Behaviour Rules: Staff Guidelines

1. All staff, teaching and non-teaching, need to be aware of basic school rules; be supportive of each other/consistent on decisions especially on the playground.
2. Support each other on behaviour in all parts of school, e.g. hall/corridors, etc.
3. Reinforce:-

- All children walk in the corridors.
 - Quiet into hall/assemblies and along corridors.
 - Basic good manners/politeness to each other and staff.
 - School uniform and sensible shoes, no heels, no jewellery and no nail varnish.
4. Within the classroom, use the school system of praise and rewards:-
- House tokens and name in the jar.
 - Send to Deputy/Headteacher for praise.
 - Rewards for good behaviour/attendance.
5. Particular problems with behaviour – steps to take:-
- a. Discuss with other staff.
 - b. Short term strategies - break day into 5 parts - keep notes on behaviour.
 - c. Keep diary of behaviour in class behaviour book (see Lesley Hehir for your new book at the start of each year.)
 - d. Discuss with senior team how to deal with them.
 - e. Discuss with parents.
 - f. See each child as an individual.
 - g. Be consistent with what is acceptable behaviour for praise or punishment. Follow school sanctions/rewards:
 - i. Warning.
 - ii. Name on board and 5 minutes playtime lost.
 - iii. Isolated for session and whole playtime lost.
 - iv. Sent to Headteacher or Deputy Headteacher.
 - v. If sent to HT/DHT as a regular occurrence contact will be made with parents informing of concerns and get them to meet with staff to try and address the issues.
 - h. Classroom management – opportunities for moving around the room – best plan of seats in classroom. Be aware of personalities and problems with behaviour. Isolate children sometimes, occasionally or more regularly if it is necessary but discuss with SLT/Senco if you feel this is needs to be considered. Return children slowly into group.
 - i. Make children aware of teacher's rules in classroom, how to line up, etc.
 - j. Be aware of outside agencies or courses to attend. Don't be afraid to ask for ideas from other staff.

DOVECOTES PROMISES

- TRY MY BEST IN ALL LESSONS
- BE SENSIBLE IN CLASSROOMS AND ON THE PLAYGROUND
- RESPECT OTHER PEOPLE AND THEIR THINGS
- WEAR OUR UNIFORM WITH PRIDE
- BE POLITE AND HELPFUL
- DON'T DROP LITTER AT DOVECOTES

➤ TALK ABOUT MY PROBLEMS/ WORRIES

➤ MAKE VISITORS WELCOME

Staff should be aware of the following points:-

Discipline:-

Outside the Classrooms

Early years	Staff to meet children in classrooms at 8.45am and 12.30pm for T42 and Nursery. Reception children will be collected for lunch by lunchtime supervisors at 12.15pm and at 1.15pm teaching staff will collect the children from the ks1 playground.
Key Stage 1 -	Staff to meet children in classrooms at 8.45am. At playtimes, collect the children from the playground. At 1.25pm, teaching staff will collect children from the playground.
Key Stage 2 -	Staff to collect children from the playground at the beginning of each session.

At the end of each session, staff are to see the children from their rooms and cloakrooms. Particular attention is to be paid to children leaving classrooms at lunchtimes.

Children are to move around the corridors quietly at all times, in single file and on the left hand side.

It is the responsibility of every member of staff to correct corridor or playground behaviour, whichever class the child belongs to.

Lunchtimes

No children in school without supervision.

The lunchtime staff will report issues to the leadership team who do a duty each lunchtime. Any child having a large number of entries in the lunchtime book for unacceptable behaviour, will take a letter home stating that if behaviour does not improve, then they will have to return home for lunch. The decision to send a letter home will be taken by the headteacher or Deputy Headteacher only.

The Headteacher will hold regular discussions with lunchtime staff to check on issues.

Before School

Members of staff on duty on the playground until 8.55am (KS2 only).

End of the School Day

Early Years - Staff will take the children to the appropriate Room door to be collected by carers/parents at 11.45 and from the appropriate room door at 3.15pm. Reception children will wait in their classroom to be called to the ks1 corridor door (3 staff will be on duty) 1 in the classroom, 1 to call the children and make sure they are given to the correct person and 1 to speak to parents so the team are not distracted by questions.

Key Stage 1 - Parents will collect their children from the classroom doors.

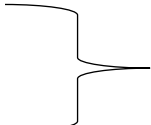
Key Stage 2 - Parents will collect their children from the classroom doors.

Please try to ensure no children leave by the school car park, unless accompanied by an adult and they must remain on the path.

Playground

To combat problems at playtimes and lunchtimes, it was decided to re-mark playground games on the yard. Staff have come up with a plan that can be used on all the yards. It has also been decided to "teach" children playground games in P.E. lessons - one on a termly basis (use list provided for ideas).

NB: Wednesday morning of Summer term, the following swaps should take place:-

Year 6 to go onto infant playground		Summer Term only, cut Through courtyard.
Year 2 to go onto junior playground		

This will help Year 6 to mix and support the young children, whilst helping year 2 prepare for life on a junior playground.

Activity Examples

In Meadow - fine days

- ❖ Take a doll/teddy/6 books from Early Years Unit and read them to doll/teddy. Swap with friends.
- ❖ Drawing trees, plants, school building etc., need clipboards.
- ❖ Listen to stories from an adult.
- ❖ Collection boxes – pick up a box and collect – e.g. 5 different leaves, 10 green things/10 things from the ground/a collection exactly like mine/6 things with different scents.
- ❖ Bark rubbings.
- ❖ Take an old pencil/stick and make as many different tapping sounds as you can – fence/bricks/trees etc.
- ❖ Take a glue pot and stick leaves on large sheets of wall paper to make a group mural.

Key Stage 1 - Hall (if wet)

- ❖ Circle time –.

- ❖ Each have paper cup – tip smarties or small beads into next cup – try to get all of them round circle without dropping any.
- ❖ Pass round a tambourine – each make a different sound with it.
- ❖ Pass the baton round “instrument game – play instruments to music”.
- ❖ Circle instrument games.
- ❖ Daft dancing to music, e.g. Moon wigs.
- ❖ Traditional circle games – e.g. Farmers in the Den. Ring around the Roses etc
- ❖ Corners game
- ❖ Ball games/team games.
- ❖ Elastic skipping to music.
- ❖ Lego
- ❖ Bricks
- ❖ Garage
- ❖ Jigsaw days
- ❖ Reading/drawing on wet days/ films

Shared Area

- ❖ Video
- ❖ Story tapes
- ❖ Sing songs
- ❖ Play pals from KS2 to help daily

For most activities – little apparatus to get ready – children can get own. One activity could last 2 or 3 days as we would expect different children each session.

Aim - creative and fun for 20 minutes of lunchtime

Aim - reward improved behaviour

Punishment Systems

Each teacher is responsible for how children are to behave in class, but be aware of the basic standards expected at Dovecotes on such things as:-

POLITENESS

GOOD MANNERS

NOT SHOUTING OUT

NO ANSWERING BACK ETC

For poor work or behaviour, privileges and playtimes may be taken away, but not house points.

Lunchtime Learning support

A system for children to stay in at lunchtime exists for any form of bad behaviour, work that needs to be finished, children who can't go outside due to illness, children who need to eat lunch in a quieter location with a small group of peers to avoid over stimulation before going out to play, children who find it difficult to complete a whole hour on the playground without breaking playground rules on a regular basis (50/50 but they can bring a friend with them to keep them company to encourage positive peer relationships). Any child on report system to check progress before they can go out to play. Children who are completing homework that they have failed to do at home. (any more than 4 with homework issues from each class would have to be kept by the teacher as we actually run out of room!)

Lunchtime Learning support is held in the YR6 area. The Headteacher takes this as often as she can. When she is unable to do so, the Deputy Headteacher will take over followed by a request from her to staff to do the cover on a rota if she is unavailable. Staff who are covering Lunchtime Learning Support may hold it in their classroom after letting the rest of the staff know.

Please try not to send more than three children to Lunchtime learning support. If you have more than this, please keep the children in for yourself.

For children who have a lot of behaviour problems, keeping a record in your behaviour diary is essential. Your behaviour book explains clearly how to record any issues and are collected in regularly to be monitored to see if patterns or bigger issues are forming for an individual child or a specific group or year group.

A child who continues to be disruptive in class can be sent to the Headteacher or Deputy Headteacher to isolate them from their class mates with another child if necessary. If bad behaviour continues after strategies have been used and planned with knowledge and help of the Senior Management Team, parents should be called in to discuss any problems that still appear to be occurring and keep them informed about strategies that are going to be used in the future. They will also need to be informed about what they can do at home to help the situation.

Sanctions and Behaviour

"Each day is a new day".

Key Stage 1 and 2 Steps

- i. 1 warning is given.
- ii. 5 minutes of playtime lost and name on the board.
- iii. Isolated for session and lost whole of playtime.
- iv. Sent to Headteacher/Deputy Headteacher, with work as appropriate.
- v. Letter home (No 1) or speak to parents if issues continue over a period of weeks.

If problems continue, Headteacher will send out second letter of a "personal" letter to parents or guardians and will speak to parents on a regular basis. In severe cases, the Headteacher will also decide to send a child home (exclusion) for a period of time following the clear procedures laid down.

Sanctions – "Unfinished work – poor attitude to work".

Key Stage 1

- a. Staff keep child in class at playtime to finish off.
- b. Sent to Headteacher or Deputy Headteacher.

Key Stage 2

- a. Staff keep child in class at playtime to finish off.
- b. Sent to Headteacher or Deputy Headteacher.

Discipline steps to be taken

Once all school steps have been taken to improve the child's behaviour and the current class procedures continue to fail from staff diary evidence, parents should be involved in a written action plan agreed by school staff, parents and pupils to make clear to everyone what is expected. The following sanctions should be applied fairly and consistently, if not already tried:-

- Removal from the group in class.
- Withdrawal of break or lunchtime privileges.
- Withholding participation in school trips/events not essential to the curriculum. (Only approved by the headteacher)
- Withdrawal from a particular lesson or peer group but not every week.
- Completion of assigned work or extra written work.
- If these procedures fail, the Headteacher may have to, as a last resort, consider a fixed term exclusion following the procedures laid down in the LEA's Social Inclusion Support Guidance.
- If these incidents still continue, the school will consider a Pupils Support Programme.

The Personal Support Plan (PSP – see tracking sheet) is a school-based intervention to help individual pupils to better manage their behaviour. It will in particular be needed for those whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic behavioural outcomes for the child to work towards. A nominated staff member should oversee the PSP. It should be short and practical and administration should be kept to a minimum. The Learning Mentor will produce the plans for the children.

A PSP should be automatically set up for a pupil who has several fixed period exclusions that may lead to a permanent exclusion or who has been otherwise identified as being at risk of failure at school through disaffection.

A PSP should not be used to replace the special educational needs assessment process. Rather than set up a PSP for pupils with an Individual Education Plan (IEP), schools should ensure that IEP's for pupils at serious risk of exclusion or disaffection reflect appropriate strategies to meet their additional needs, including the approaches in this Section. There will be some pupils, however, who need a PSP but do not have particular special educational needs.

The programme needs to be agreed with parents, who should be regularly informed about their child's progress.

In drawing up a PSP schools should in discussion with others:-

- Review any learning difficulties, particularly literacy skills that may affect behaviour.
- Consider changing the child's teaching set/class. The PSP could specify where a pupil is to sit among their peers and perhaps identify a "buddy" who supports the child. Adults or other pupils could, with suitable training, act as mentors. Staff to seek guidance on behaviour management specific to that child with the group.

Behaviour Diaries

A behaviour diary is a useful tool for keeping evidence on individual children. When you record your evidence, please include the following:-

- Date and time
- Incident where situation took place

- Children involved in incident
- What triggered bad behaviour
- What the child did and how the story developed
- How the situation was resolved
- Which staff were involved in dealing with the problem

As evidence “mounts up” and your concern grows, please show the Headteacher on a regular basis weekly, daily (as you see necessary).

Daily work and behaviour report

Sometimes a tracking sheet is needed to monitor behaviour of individual children.

Behaviour Sheet

w/c Week

	Registration- Numeracy	Assembly	Literacy	Break *	Lesson 3	Lunch *	Lesson 4 *	Lesson 5 *	General Comments
Monday						50/50			
Tuesday						50/50			
Wednesday						50/50			
Thursday						50/50			
Friday						50/50			

- 1 Always follow our School Rules and **MAKE GOOD CHOICES**
- 2 Maintain focus in class and finish your work on time
- 3 Keep your hands and feet to yourself at all time and **NEVER SAY UNKIND THINGS**
- 4 Keep apart from people you know you don't get along with
- 5 At the end of each lesson stay back and inform us of any issues
- 6 Tell an adult straight away if a situation is going wrong



If Nojus has had a good session

1 2 3 4 5 6

and initial if any poor behaviour occurs

*** Sheet to be taken to Miss Beddow at break time, lunch time, again at 2:15 and then at the end of each day .**

See Mrs Jones, Miss Booles or Mrs Hill if Miss Beddow is not available.

ANALYSIS AND TARGET SETTING

- 1 Always follow our School Rules and **MAKE GOOD CHOICES**
- 2 Maintain focus in class and finish your work on time
- 3 Keep your hands and feet to yourself at all time and **NEVER SAY UNKIND THINGS**
- 4 Keep apart from people you know you don't get along with
- 5 At the end of each lesson stay back and inform us of any issues
- 6 Tell an adult straight away if a situation is going wrong

Forgot to get sheet signed

times out of 40

FANTASTIC SESSIONS

times out of 40

YOU WILL HAVE ADVANCED IN YOUR LEARNING!!!

MY TARGETS FOR NEXT WEEK ARE:

Lesson Participation

w/c Week

	Numeracy	Literacy	Lesson 3	Lesson 4	Lesson 5 *	General Comments
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

- 1 Always work hard in lessons and do my best
- 2 Take pride in my work and finish on time
- 3 Always answer teachers in full sentences
- 4 Always talk to my partner when asked to do so
- 5 Tell an adult if I have a problem



I have participated in this lesson and my teacher is proud of me - I AM ALSO VERY PROUD OF MY WORK.

1 2 3 4 5

This means that I have not tried my best in this lesson

*

Sheet to be taken to Miss Beddow or Mrs Jones at the end of each day

MY STICKER COLLECTION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LESSON 1					
LESSON 2					
LESSON 3					
LESSON 4					
LESSON 5					

BULLYING POINT TO CONSIDER

The Nature of Bullying

Studies show -

1. Bullying between boys tends to be more physical but girls tend to be verbal or social intimidation, such as "sending to Coventry". Both boys and girls suffer from all forms of bullying to a significant degree.
2. The worst times are at break and lunchtimes, and they can be a great anxiety for many children.
3. Schools with a clear anti-bullying scheme and policy tend to have less bullying than those schools which merely react to bullying incidents as they occur.

Factors Influencing Bullying Behaviour

- a. If patterns of bullying are not challenged within a school, they may become an established and accepted way of behaving.
- b. In some cases aggressive and provocative behaviour by children can result in them ending up as both bullies and victims.
- c. Some children take on the role of victims to gain popularity/acceptance. They may play a "clown" or join in disruptive behaviour to be safely involved in group.
- d. Victims often have poor co-ordination and are cautious and timid, tend to be physically weaker and avoid aggression and confrontation. Their low self-esteem and lack of confidence together with poor social skills tends to make them unable to get support from their peers.
- e. Pupils who bully tend to be physically stronger than their peers and be more confident because they could be encouraged to see the exercise of superior power as the appropriate way to get what they want.
- f. It would be argued that the curriculum needs to be stimulating and accessible to all pupils. If not, pupils' self-esteem may suffer; they may become vulnerable to being bullied, or attempt to gain success or popularity through bullying others.

Prevention

1. Many children are frightened to tell on bullies or see it as "telling" or "twitting".
2. Pupils need to know if they do tell, that prompt action is going to protect them (victim). Encourage all pupils to feel some responsibility for the problem. This is important – there should be no bystanders.

DEVELOPING A WHOLE SCHOOL POLICY

All adults and pupils should know what is acceptable and what is not and be aware of what action they should take and what the consequences are if bullying is discovered.

Classroom Management:

- a. Staff should be sensitive enough to identify children potentially at risk of either becoming victims or who may be beginning to engage in bullying;
- b. All pupils need to feel valued and to have their self-esteem raised through having the opportunity to succeed on an interesting and stimulating curriculum.

Reactions to Bullying

Short Term - The Victim

Take action to protect the victim – perhaps an older pupil who can “chaperone” the victim. It may be necessary for the victim to avoid certain situations for a while until other action is taken.

Long Term - The Victim

1. Encourage attendance of social groups, possibly outside schools to develop friendships (victims are very often isolated).
2. Involve parents and seek outside help from other agencies – it may be that the bully is receiving inappropriate parenting at home.
3. Ensuring that the child who has been bullied feels part of the school through ensuring academic and social success – use all means to include them in groups (with appropriate supervision).

Other Responses

1. Keep good records of bullying incidents, to help build up a picture of who, what, where and when. Ensure all staff know about the recording procedure.
2. Ensure all staff know about the appropriate course of action when a bullying incident is reported.
3. Carry out systematic observation of the playground at regular intervals to help monitor the situation and evaluate what you are doing.

Terminology

Challenging Behaviour

Is defined by Emerson (1995) as “culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy...”

Challenging behaviour is a term that is used specifically to refer to behaviours, which may occur in persons with learning disabilities and/or emotional, behavioural difficulties.

Restraint

Refers to the use of physical force by one/more, person(s) to restrict actions of another.

Physical Intervention

Refers to any action taken by one/more, person(s) to restrict/curtail actions of another.

Physical intervention is a term which covers the use of physical force but which also includes other actions, such as locking a door or standing in the way of another person. Physical intervention may be used in an emergency, or unplanned, way or it may be used as part of a planned intervention which seeks to change behaviours learned over a long period of time. Planned, physical intervention will only be appropriate in exceptional circumstance, for a very small number of pupils.

There are five main categories of challenging behaviour which are usually addressed through physical intervention. These are:-

1. Violence directed towards others;
2. Violence which is self-directed (self-injury);
3. Dangerous disregard for the safety of own person;
4. Dangerous disregard for the safety of others;
5. Serious damage to property.

Trigger

Is any circumstance/condition which is known to cause episode of challenging behaviour.

Primary Prevention Strategies

Strategies aimed at excluding triggers to behaviour, e.g. sitting pupil in a different place.

Secondary Prevention Strategies

Strategies aimed at forestalling triggered response, e.g. distraction to another activity.

Duty of Care

Exists when professional/carers are given charge of any pupil in a school environment.

Please see school Physical intervention policy.

SELF-ESTEEM AND THE TEACHER

Research has shown that there are many facets of the classroom environment which affect children's self-esteem:-

1. The counselling skills of the teacher in everyday contacts:
 - Non-judgemental acceptance of the child. This implies a variety of teacher behaviours such as disapproving of the act not the child;
 - Genuineness. Being able to be seen as a real person with shortcomings instead of putting on professional mask of "teacher".
 - Empathy. Being able to understand how the child feels without identifying with the behaviour (i.e. without acting in the same way).

Rogers 1961

2. The level of self-esteem of the teacher. Teachers with high self-esteem relate well to children and so help to produce children with high self-esteem. As well as the attributes already mentioned, research has shown the following qualities to be important:
 - Ability to delegate routine jobs to children or other adults;
 - Ability to find time for personal contact with children;
 - Tolerance of children's conversations (i.e. able to allow children to communicate at their own level and in their own way);
 - Able to feel relaxed with their teaching.

Maslow 1954

3. Verbal communication. Children's self-esteem and levels of achievement are enhanced by praising, encouraging etc. and depressed by cajoling, blaming etc.

Staines 1958

4. Non-verbal communication. If verbal communications are not genuine, they will usually be negated by non-verbal messages. Children are much more sensitive to non-verbal cues than adults. Body posture, body orientation, eye contact, gesture and tone, speed, structure are all important.

Argyle 1970

5. Teacher contact time with individual children. The more "quality time" each child receives from the teacher, the higher their self-esteem with regard to the classroom and the better the overall standards of achievement. Having contact with each child daily is the single most important factor in raising self-esteem.

Lawrence 1987

APPROACHES TO RAISING SELF-ESTEEM

There are three basic ways of approaching raising self-esteem in school:

- ❖ Targeting individual children - usually counselling or drama therapy;
- ❖ Whole school approaches - working on group morale - usually the fun-run, school visit, school concert etc. Every child takes part and all are awarded a certificate.
- ❖ Curriculum approached - promoting independent learning, internal control etc. This is where we can all start.

USE AT LEAST 3 TIMES AS MANY PRAISE AND POSITIVE CONSEQUENCES AS NEGATIVE CONSEQUENCES

- ❖ Try to finish every day with a positive – if you have had to speak to a child about poor behaviour, get back to him/her with some positive recognition, if possible;
- ❖ If someone is choosing to misbehave more and you have to step up the negative consequences, remember to increase praise as well;
- ❖ Start every day with a clean slate – give everyone a chance to choose positive consequences first, that way you will avoid children becoming disaffected.

TEACHERS MAKE A DIFFERENCE

CONFIDENT teachers have a mission. They know exactly what they want to accomplish each day.

CONFIDENT teachers have a positive belief in their ability to work successfully with students.

CONFIDENT teachers recognise that the choices they make have a profound impact on their success.

CONFIDENT teachers develop problem-solving skills that allow them to overcome the inevitable challenges that arise.

CONFIDENT teachers build positive relationships with their students – even the most challenging ones.

CONFIDENT teachers build positive relationships with parents. They recognise the importance of a parent's role in education today.

CONFIDENT teachers maintain a positive attitude. They understand that a negative attitude is an impediment to success in the classroom.

CONFIDENT teachers develop communication skills that allow them to motivate their students.

How to establish positive relationships in your class

- ❖ Do I genuinely like all the children in my class?
- ❖ Do I really care about each child in my class?
- ❖ Can I find something good in each child?
- ❖ Do I speak respectfully to each child?
- ❖ Am I able to avoid confrontation?
- ❖ Am I able to forgive every child?
- ❖ Do I regularly acknowledge the positive attributes of each child?
- ❖ Do I expect certain children to misbehave?
- ❖ Do I assume certain children are guilty before establishing the facts?
- ❖ Am I able to apologise to any child if I have reacted unjustly?
- ❖ Is my body language consistent with the words I use to each child?
- ❖ Do I organise the curriculum so that it's possible for every child to achieve daily moments of success, which I then take time to notice?

Praise and Reward System

Headteacher certificate

This is awarded to a child as and when for any numerous occasions from each class every day.

Achievement certificates

Each week, KS1 and 2 class teachers hand out certificates as follows:

- Secrets of Success winner
- Star Pupil
- Best Irresistible Learner
- Most Progress.
- Writer of the week

Apart from the SOS winner, where the certificate is given out in the school achievement assembly each Friday, remaining certificates are given out during a class achievement session, which happens each Friday afternoon. Teachers may allocate a small prize from the class reward boxes if desired. Texts are sent out to parents to inform them of their child's achievement.

House point Tokens – KS1 and 2

House tokens can be awarded for good work, hard work, pleasing attitude, kindness, helpfulness etc. Every time a child receives a housepoint they also receive one token to put in the tubes each week. They are not to be taken away from children as punishment. Please see tubes in main entrance to show who has won each week. A reward will be given to the winning house each term such as non-uniform day.

Name in the Jar

Children who are constantly "good" for all areas of school life should have put the name in the jar as often as possible in one week. Again, on Friday's Achievement assembly, one name is picked out for each class. The more their names go into the jar, the more chance they have. A certificate along with a £1.00 coin will be awarded for names picked out of the jar.

Awards – Early Years

- a. Smiley faces, stamps on good work or on the back of child's hand for behaviour, following instructions, kindness etc.
- b. Dip in the class reward boxes for outstanding work/behaviour that you organise yourselves.
- c. Work taken to Headteacher for sticker/reward.

Key Stages 1 and 2

- a. A house point for work, where the walt has been achieved.
- b. A name in the jar for good behaviour, kindness etc. as staff wish to give out.
- c. Head's merit certificate.
- d. Positive letter home (see next page) informing parents about pupil's achievements.

Parents are also informed at the door when children get an award or texts sent through the messaging service are very useful tools to let parents know the positives about their child. If you wish to send out a text to parents the leadership team and the school office could send one out for you very quickly.

Dovecotes Primary School



Ryefield, Pendeford, Wolverhampton. WV8 1TX

Headteacher: Miss G Beddow

Deputy Headteacher: Mrs L Jones

E-mail: dovecotesprimaryschool@wolverhampton.gov.uk

School Website: www.dovecotesprimaryschool.co.uk

Office: (01902) 558284 **Attendance:** (01902) 558236

Date

Dear

I am just writing to let you know how hardhas tried to do
.....best in school this week in the following ways that have been ticked:-

Being kind to someone else

Helping others

Producing some lovely work

Finishing all their work

Being polite

Playing well on the playground

I know you will be rightly proud of their achievements and will want to praise them for all their efforts.

Yours sincerely

G Beddow
Headteacher