

Rewards for good Behaviour

We believe that children should be recognised and rewarded for their good behaviour.

The rewards we use include:

- A thumbs -up or a smile
- Praise
- Showing work to another adult in school, such as the headteacher.
- Sticker or reward charts.
- Certificates
- Pupil of the week.
- Class of the week.
- A happy letter home to parents.
- Putting work on display
- Praise assemblies
- Lunchtime clubs

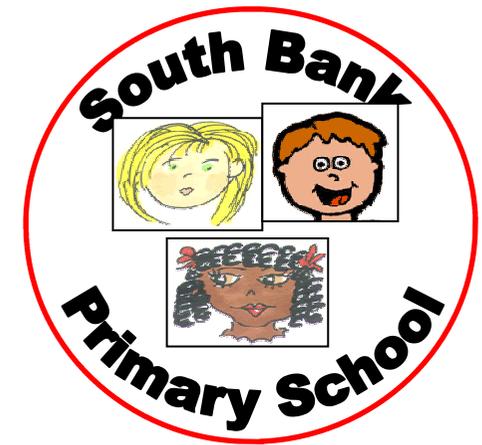
We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

Sanctions to discourage poor behaviour.

In order to discourage children from behaving badly we believe it is important to teach them positive actions. If a child misbehaves, staff will ask them to stop and then discuss the incident with all those involved. Staff will encourage the children to take responsibility for their own actions.

At South Bank we do this through a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Consequences will be linked to the inappropriate behaviour and set within the context of the school community.

The range of sanctions vary from a frown or a warning, to being given time out from class or missing play or lunch time. In more serious cases, parents and other agencies may need to be involved.



Behaviour Guide

The School's Aims:

- To promote a calm, purposeful and happy atmosphere within school,
- To develop positive, caring attitudes towards everyone, where all achievements are valued,
- To have a consistent approach to behaviour in school with support from parents,
- To raise children's self-esteem,
- To have clear boundaries for behaviour to keep everyone safe,
- To help everyone in school to feel a sense of belonging.

Teaching Positive Behaviour

At South Bank we believe that positive behaviour comes from children learning the following abilities:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and Self-control
- Attention
- Perseverance
- Co-operation with adults
- Working with other children
- Playing with other children
- Empathy
- Honesty
- Respect
- Fairness

Staff will help children with this by:

- Acting as positive role models
- Setting boundaries for children's behaviour
- Showing empathy and understanding
- Listening to all pupils
- Showing respect and understanding
- Giving feedback to help children
- Rewarding good behaviour
- Giving fair sanctions for poor behaviour
- Teaching these skills in assemblies & PSHE.

Rules and Routines

Our 'High Five' school rules have been negotiated with the children. They are:



Involving parents and carers

We want to work in partnership with you to teach and promote positive behaviour. We will contact you if we feel you can help us with a problem in school.

In return, please contact us if you have any concerns, or would like to discuss your child's behaviour.

Information on how you can help your child will be available in newsletters and through parent consultations.

Responsibilities

Staff will:

- Treat all children fairly and with respect.
- Help children to develop their full potential.
- Provide a challenging, and interesting curriculum.
- Create a safe and pleasant environment.
- Use positive and negative consequences clearly and consistently
- Be a good role model
- Form positive relationships with parents and children.
- Recognise and value the strengths of all children.
- Help teach children the skills to behave well.

Parents and carers will:

- Make children aware of appropriate behaviour.
- Encourage independence and self-discipline.
- Show an interest in all their child does in school.
- Support the school's behaviour policy.
- Be aware of the school rules.

Children will:

- Do their best.
- Join in with their learning.
- Treat others with respect.
- Look after belongings and the environment.
- Think about other people's feelings.
- Think how their actions affect others.

