

Positive Behaviour Policy

‘Treat others as you would wish them to treat you!’

Aim

At Harbour International Primary School, we aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity. We aim to promote good choices and positive behaviours which lead to effective relationships within learning and social situations. Furthermore, we aim to adopt a consistent approach to behaviour management throughout the school.

We believe that our pupils should have the opportunities to learn in a safe environment and that they should feel and be safe at all times. Confidence and self-esteem are essential ingredients in creating this environment. Children require consistency, fairness and respect in the way they are treated by everyone in the school community. They need to be supported in their development, whilst still being empowered to make choices and to state their views. At Harbour we aim to have a positive caring ethos and provide challenging, well-planned education. The goal is to produce caring, successful pupils with an awareness of appropriate behaviour in various social and academic contexts.

Our IPC personal goals contribute to achieving our aims within our international setting:

- **Respect**
Treats others, learning spaces, and materials with care.
- **Communication**
Shares ideas clearly and listens respectfully to others.
- **Thinking**
Uses thinking skills to solve problems and make sense of learning.
- **Collaboration**
Works positively with others and contributes to group tasks.
- **Ethical**
Makes fair, responsible choices and understands right from wrong.
- **Resilience**
Perseveres when learning is challenging and learns from mistakes.
- **Adaptable**
Adjusts positively to changes in routines and expectations.
- **Empathy**
Shows care and understanding for the feelings of others.

These should be visible in all lessons and visibly displayed in the classrooms and around school.

We will know when we have achieved our aim because our children will have developed these five key life skills:



- Problem solving
- Teamwork
- Self-management (initiative, organisation, accountability, responsibility, independence)
- Self-regulation (self-belief, confidence, resilience, positive attitude)
- Communication

Roles and Responsibilities:

Teachers and pupil relationships should be positive and must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At our school, we believe in the power of praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

Harbour staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Catching the students 'being good' and praising the behaviour we wish to see
- Providing a personalised approach to the specific behavioural needs of particular pupils, supported by our Learning Support Coordinator for children with high behaviour needs and behaviour plans.
- Recording and communicating serious behaviour incidents (physical, verbal & emotional) (in a logbook for physical accidents, note in Parnassys for behaviour-verbal or emotional and tell staff members involved with the child concerned)
- Communicating behavioural concerns with parents either after school during pick-up or make an appointment at the earliest opportunity
- The management team will provide advice and support appropriate to the situation

N.B. All adults within the school environment, including non-teaching staff and visitors to the school, have a duty to provide positive role models in all areas of behaviour.

Pupils are expected to:

- Be gentle and not hurt each other with words or actions
 - Listen to members of staff and each other
 - Allow everyone to learn by working hard in class and moving quietly around school
 - Look after property - their own and the school's
 - Be honest and tell the truth
 - Be kind and helpful
- Older pupils are encouraged to care for and support younger ones, both inside and outside the school building.

Parents are expected to:

- Highlight and celebrate positive behaviour
- Inform the school of any changes in circumstances that may affect their child's



behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Support the school in promoting the school's values at home

To support children in their social & emotional development & behaviour we will:

- Give praise for good behaviour as well as for good work and effort.
- Use positive language and model positive behaviours whenever possible and as often as possible.
- Teach strategies to cope with emotional challenges.
- Use visuals and frameworks to learn to recognise and talk about emotions.
- Teach the language of expressing emotions.
- Make class rules together with the children, bearing in mind realistic expectations.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- Think carefully about what we are saying and set realistic next steps.
- Deal with situations in a calm, firm manner avoiding confrontation.
- Where possible, deal with situations ourselves to enhance our own credibility and authority. Don't leave children unsupervised as a punishment.
- All adults in school are responsible for being aware of emotionally vulnerable children. ('Caring Eye')
- All adults in school are responsible for dealing with unacceptable behaviour.
- For reasons of safety, children may be excluded from a trip or special event, as a result of their behaviour.
- Use 'Building Positive Relationships Toolkit' as a guide to managing unacceptable behaviour:

[Building positive relationships toolkit](#)

[Protocol for misbehaviour](#)

 Thinking Sheet.doc

 The 6 Golden Rules

