



# Dove CE (VC) First School

## Positive Behaviour Policy

Policy approved by the Governing Body on:

Signed \_\_\_\_\_

Policy will be reviewed by the governing body by:

### Vision

Dove CE (VC) First School will be a safe, caring, nurturing, happy and loving place to learn and grow, inside and outside, which inspires and provides the best for everyone who is a part of it.

### Mission Statement

Dove CE (VC) First School provides the best education and care based on Christian and British Values.

### School Aims

At Dove CE (VC) First School, we aim to:

- Work together to promote the Christian ethos and values of our school
- Create a happy, friendly, inclusive and caring learning environment, inside and outside
- Foster and extend a child's natural curiosity, enthusiasm and energy in order that they realise their full potential and experience joy in learning
- Provide appropriate support for pupils with individual educational requirements and respond accordingly
- Pursue the highest standards of achievements in all areas of the school's curriculum
- Praise and acknowledge effort and success
- Support our high quality staff and governors with appropriately targeted professional development opportunities
- Further develop a partnership between children, parents, governors, staff, the church and wider community
- Develop the physical resources and environment of our new school

### Our Values

Being a Church of England First School means we embrace the following Christian values:

- Friendship & Respect
- Kindness & Forgiveness
- Trust & Honesty
- Determination & Courage
- Hope & Happiness
- Creativity & Curiosity

### **Aims and purpose of this policy**

- To promote positive behaviour in and around the school and its wider community
- To secure a purposeful learning environment
- To develop a safe, respectful, calm and peaceful atmosphere within the school

### **School Ethos**

Our school ethos is based on our agreed Christian values. These values underpin the school's Positive Behaviour Policy. Based on these values, children are involved in agreeing rules for their class and around the school each year. Our Christian values and agreed rules are displayed in each class.

Our strategies for promoting good behaviour are based on children understanding that they make decisions about their own actions. Children are rewarded for making the right decisions (following our values and rules) and supported to deal with the consequences if they make the wrong decisions.

We teach them to explore their feelings and thoughts when making the wrong decision and how they could have changed their behaviour.

### **Positive Behaviour**

We believe that promoting the importance of positive behaviour and living out our Christian values will enable us to achieve our aims.

Children are expected to uphold our school rules and values at all times - in school and when representing the school at external events or on educational visits. It is important to show appreciation of the children who are making the right decisions and following the school values and rules. The whole school community must promote respect for each other, respect for learning and respect for property. The school values and rules as well as this policy are used to lead and support this goal. This policy is designed to promote good behaviour for the benefit of everyone in school and its community. The school must challenge the unacceptable behaviour to support the development of responsible young people.

### **Communication between school and home**

Staff will only discuss a child's behaviour or sanctions used in school with those adults who have direct parental responsibility for that child. If a member of staff cannot discuss a child's behaviour or any concerns they have with such a person e.g. when a child arrives or is collected from school, the member of staff will contact the person having parental responsibility directly or discuss the matter with them at the soonest available opportunity.

### **The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour expected and supporting staff in the implementation of the policy
- Be treated courteously by all members of the school community\*
- Promote positive behaviour and attitudes linked to our Christian Values
- Record incidents of misbehaviour e.g. children sent to Headteacher as part of behaviour management strategies

- Monitor behaviour logs and liaise with staff regularly, look for patterns and make adjustments to support children and staff where needed
- Support staff to keep and monitor records of all reported incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children and staff in the school
- Report to/meet with parents/carers when necessary
- Involve the Special Educational Needs Co-Ordinator if deemed necessary for behaviour support
- Involve outside agencies where necessary (e.g. Behaviour Support, SEN Support) and lead on/support SENCo/staff in creating and implementing Behaviour Plans, Pastoral Support Plans or Risk Assessments for children if required
- Be aware of and understand their own rights and responsibilities

Dove CE (VC) First School promotes positive behaviour but where behaviour management and external agency support strategies result in no modification of behaviour (see Stages 1 to 5 below), the Headteacher can exclude a pupil on disciplinary grounds.

#### **All Staff will:**

- Implement the school behaviour policy consistently throughout the school
- Be treated courteously by all members of the school community\*
- Model courteous behaviour
- Be made fully aware of the school's system/policies/expectations
- Seek information and use lines of communication
- Receive appropriate training to increase skills in behaviour management
- Support others in developing their skills in promoting positive behaviour
- Receive support from colleagues, managers and the Governing body
- Give children opportunities to develop interpersonal and social skills
- Promote positive behaviour and attitudes linked to our Christian Values
- Offer a curriculum that enables pupils to engage
- Help pupils to gain the ability to make positive decisions about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Ensure the pupils in their class know the Christian values, class and school rules
- Inform those with parental responsibility about their child's welfare or behaviour and, where necessary, work alongside them
- Understand their rights and responsibilities

*\* The school has zero tolerance for verbal or written abuse towards its members of staff from children or members of the wider community. Adults who are verbally abusive towards staff will be immediately asked to leave the school premises and the Police informed if necessary. Evidence of*

*written abuse may be used in conjunction with further action by the school and the Police if necessary.*

### **Pupils' Rights/Responsibilities:**

- To be treated with respect
- To behave respectfully towards others
- To be safe
- To behave in a way that keeps others and themselves safe
- To be willing to learn
- To allow others to learn
- To attend school regularly
- To make mistakes
- To own mistakes and learn from them
- To be listened to and listen to others
- To give opinions in a constructive manner
- To be prepared for lessons and look after their own belongings
- To treat school and other's property with respect
- Act on support and guidance from adults
- Accept ownership of their mistakes and the consequences
- Be aware of and understand their responsibilities
- Be aware of their own emotions and actions and take responsibility for these
- Be aware of their responsibilities

### **Parents/Carers will:**

- Be treated with respect
- Behave respectfully towards those within the school community both verbally and in written communications
- Be kept informed about their child's behaviour - part of this may be progress and information that can be communicated at Parents' Evenings (held every term)
- Talk to teachers if they have any concerns about their child's learning and wellbeing
- Talk to their child about what he/she does or has done in school
- Promote positive behaviour at home in order to have continuity between home/school
- Support the school when sanctions have been used in school
- Ensure their child is prepared for school so that they can fully and positively engage in learning and school life
- Be aware of and understand their rights and responsibilities
- Ensure their child attends school regularly
- Have access to information on the school's procedures for positive behaviour
- Acknowledge/respond to information and share any concerns constructively with school

### **The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

### **Monitoring and Evaluating:**

- The effectiveness of this policy will be regularly monitored by the staff
- The school keeps a variety of records of incidents of good behaviour and misbehaviour/sanctions

### **Rewards and Sanctions**

#### **Rewards:**

Rewarding children is a more effective tool in promoting good behaviour than punishments, although the applications of sanctions may be necessary on occasions. Effective rewards should motivate children, and as such they should have some ownership of the systems in place.

To reinforce good work/learning behaviour, good social behaviour and positive attitudes we use a range of rewards:

- Verbal praise
- Stickers/raffle tickets
- Pupil's work is displayed throughout the school
- Praise Postcard (awarded in Celebration Worship weekly for a child in each class, the first Celebration Worship each month focusses on our Christian Values)
- Special jobs or tasks that have additional responsibility e.g. helping in another class, operating laptop in Worship for staff
- Extra playtime
- Children sent to Headteacher or subject leader to show their work will receive a reward from the 'Brilliant Box' and a sticker
- Golden time - children choose what they like to do for a time set by the class teacher
- Purple Star Table - to support good behaviour and table manners at lunchtimes, children are chosen by lunchtime supervisors and sit at a special table the following week with a friend of their choice
- Celebration stars - awarded to best behaved class in daily worship, the class with the most stars each half term negotiates a special treat with their class teacher

#### **Sanctions:**

**Stage 1:** Possible sanctions for minor unacceptable behaviours e.g. distracting others whilst working, shouting out, minor playtime incidents:

- Quiet reminder

- Discussion between child and teacher about their behaviour. Why is the child exhibiting this behaviour? What can we do to support the child in modifying their behaviour?
- EYFS/KS1 - Moved down on class behaviour zone board (encouraging child to modify behaviour so can be moved back up again)
- Often praising good behaviour (e.g. 'Thank you to all of you who are....') has a positive effect on those not making the right decisions
- Discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why
- Time out within classroom/lesson/playground e.g. Red Time or sit out of the lesson for set time
- Moved to work at single desk within classroom
- Loss of five minute increments of breaktime or lunchtime playtime

**Stage 2:** Possible sanctions for persistent or more serious unacceptable/disruptive behaviour e.g. use of unacceptable language, intentionally hurting another child, continuing with disruptive or unacceptable behaviour despite adult intervention:

- Specific support will be put in place by the Headteacher and/or class teacher to support children at problem times or in situations which are a trigger - these will be identified by monitoring school behaviour logs
- Miss all of playtime/lunchtime either with class teacher or other member of staff
- Child may be sent to a member of the leadership team or Headteacher
- Child may need to complete work away from class - in another class
- Incidents recorded in class/breaktime/lunchtime/individual behaviour log book
- Headteacher to check the books/behaviour logs regularly and speak to persistent offenders
- Parents informed if deemed necessary or if behaviour is persistent
- Unacceptable behaviour during after school club - child withdrawn from club immediately, child will miss the next club session
- Meeting with parents if necessary and plan agreed to improve and monitor behaviour

**Stage 3:** Possible sanctions for anti-social, persistent or serious unacceptable/disruptive behaviour e.g. child's behaviour has not changed despite opportunities to follow rules and comply with adult instructions (Stage 2 sanctions already implemented) or child is regularly missing playtimes and lunchtime play due to unacceptable behaviour:

- Internal exclusion - half day or whole day working at desk outside Headteacher's office
- Loss of privileges in school e.g. participation in special events
- Loss of privileges that require parent consent e.g. clubs\*, discos, educational or sport visits
- Headteacher arranges meeting with parents to discuss behaviour

\*Children taking part in clubs run by staff or external providers: Children who choose to behave badly during a club session will not be allowed to take part the following session. Repeated poor behaviour will result in the child being excluded from the club.

**Stage 4:** The most serious anti-social or persistent or disruptive behaviour e.g.

- has already had 3 internal exclusions (half days/full days/combination) where child has worked away from their peers
  - serious behaviour that has posed a risk to health and safety of others within the school e.g. violence towards others or school property, not following instructions/defiance, serious anti-social behaviour
  - verbal abuse towards staff
- Headteacher informed and parents
  - Exclusion for fixed period of time depending of severity of behaviour\*
  - Possible support requested from Behaviour Support Service or Local Support Team e.g. development of an Individual Behaviour Plan/Pastoral Support Plan

**Stage 5:** Persistent repeat of stage 4, child is not modifying their behaviour despite intervention and support from school/external agencies:

- Governor disciplinary subcommittee convened
- Permanent exclusion from school\*

*\*The county and DfE 2017 guidelines will be followed for fixed-term or permanent exclusions. (Further guidance on exclusions can be found on 'Exclusion from maintained school, academies and pupil referral units in England.' DFE 2017).*

### **Monitoring and Review**

The policy will be monitored throughout the school year and amended when appropriate.