



# Positive Behaviour Policy



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Our vision, Enjoy, Explore, Excel; be amazing is rooted in Psalm 139, which recognises that God made us all in a amazing and wonderful way. We are unique and will fulfil our own potential.

As a school, our 12 Christian Values: responsibility, respect, perseverance, courage, hope, compassion, trust, forgiveness, truthfulness, thankfulness, friendship and peace are interwoven through our curriculum, our interactions and how support the children in making choices in their behaviour.

We firmly believe that all children have the right to learn in a positive environment.

We achieve this through:

- **Building positive relationships with all children.**
- **Giving attention to the behaviour we want to see.**
- **Consistent and calm adult behaviour.**
- **Clarity of expectations and boundaries.**

Children use behaviour as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate.

We achieve this through:

- **Restorative conversations.**
- **All adults being role models for positive behaviours.**

We want all children to feel safe, happy and respected in school.

We achieve this through:

- **Routines which are shared with the children.**
- **Clear rules with consistent follow-up actions applied fairly for all children.**

**3 rules**

**Be Responsible:** For learning, for actions. Be organised, focussed and positive.

**Be Respectful:** Treat yourselves, others and the world with kindness

**Be Safe:** Behaviour that harms or could potentially harm children or adults is unacceptable.

These, alongside our 12 core Christian Values underpin that every member of the school community behaves in a considerate way towards others.

**Pupil conduct in school**

In order to maintain a safe environment and be respectful to other learners, children and adults must walk quietly around the classroom and shared spaces.

During larger gatherings such as collective worship, children and adults should be arrive and leave in silence and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. This ensures the session can be led safely and demonstrates respect for the class teacher/coach.

At the end of playtime, children are expected to quietly line up. All staff are expected to take responsibility for behaviour around the school and inappropriate behaviour should consistently be challenged. The class community are expected to show respect to others by listening attentively, not distracting others and remaining focused on their learning.

**Rewards**

In order to promote good behaviour in the classroom, a positive atmosphere should be created in which children are praised for behaving well and rewarded with the following types of incentive:

- Dojos (team points);
- Photos shared with parents via Class Dojo;
- Celebrated on the class recognition board;
- Certificates and recognition in celebration assembly;
- Positive phone calls home;
- Hot chocolate with the Head;
- Sharing excellent learning with the Head/subject leads/previous teachers;
- Invitation to join the VIP table at lunchtime.

### **Sanctions**

Although our approach to discipline promotes positivity, there also needs to be a clearly understood set of sanctions, which will be applied when rules are broken. Our stepped approach is set out below.

We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use restorative conversations to help children understand the impact of their choices and to help them to consider a better approach for the future. Increase severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team.

### **Persistent Unacceptable Behaviour**

Children that regularly display unacceptable behaviour may require a specific individual Action Plan to address their difficulties. This will normally be drawn up by the class teacher and will involve discussion with the head teacher, SEN leader and parents.

Please also refer to the Exclusion and anti-bullying policies

### **Working together to promote excellence in behaviour**

The school collaborates with parents, so that children receive consistent messages about school expectations of being respectful, responsible and safe.

If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Lead or Deputy Head. Should further action still be required they can speak to the Head of School or Executive Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy)

### **The power to discipline beyond the school gate**

The school believes that the main responsibility for a pupil's behaviour beyond the school day lies with parents.

However, it is also aware of the importance of pupils representing the school well, within the local community, especially when in school uniform.

Therefore, in most cases, if the school is made aware of poor behaviour outside of the school day / premises, a senior member of staff will liaise with a child's parents. Most discipline for such behaviour should then be given at home, by the child's parents, however sanctions may be applied within school when appropriate. In more serious cases of poor behaviour outside of school hours, (such as vandalism or violence) the police may be contacted.

If the school receives reports of bullying outside of school hours, including cyber-bullying, it will work with parent to bring about positive change.

**Policy in practice:**

<b>What does this look like in practice?</b>	
<b>Thank you!</b>	Celebration assembly certificate or hot-chocolate Friday in recognition of continued effort, achievement and being an excellent role model.
<b>Let's celebrate!</b>	Share learning with the headteacher. A picture is taken to share in celebration assembly.
<b>Photo on dojo profile</b>	Celebrating excellence - we want to share your efforts with your family.
<b>Positive dojo</b>	Celebrating and promoting expectation to others.
<b>Praise from teacher</b>	Recognition for excellence.
<b>Start here each morning</b>	
<b>Turn-around time</b> (Re-Focus and Reminder)	This can comprise of a simple strategy to engage the children's focus or a reminder about the school rules. The amount of time before a warning is given is dependent on teacher choice, taking into count relevant factors.
<b>Warning</b>	A warning is given to the child explicitly mentioning that this is a warning, what rule has been broken and what will happen if this behaviour continues.
<b>Time out</b>	After continued inappropriate behaviour, the child is asked to step outside the classroom or to go to a parallel teacher for approximately 2-5mins. Question on re-entry: Are you ready to learn? A positive / restorative conversation ( <b>Repair</b> ) will take place during the next break or at the end of the day.
<b>Leadership team check in time</b> (Time out of class)	The child leaves the child class for the rest of the session to complete work away from the class with a member of the SLT. 15 minutes of the next break will be missed and a restorative conversation will take place which may also involve the class teacher. The child's parents will be informed and the incident recorded on MyConcern.
<b>Follow-up action</b>	Regular attendance at 'Check-in' time will lead to behaviour intervention. Two appearances at 'check-in' time in the same day will lead to an internal exclusion.
Head teachers will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss behaviour, where support will also be offered in the form of an individual action plan. Exclusion will be used when deemed necessary i.e. to maintain the safety of our children.	