



Vernham Dean Gillum's CE Primary School

Behaviour Policy

Approved by Governors
(Signature Chair of Cttee)

Date

At Vernham Dean Gillum's CE Primary School, we are committed to providing a safe, respectful and inclusive learning environment for all children. We strive to improve outcomes for our whole school community and to foster a culture in which positive behaviour is expected, encouraged and celebrated.

The Governing Body and staff fully support this policy and are committed to creating an environment that promotes and reinforces positive behaviour. Clear procedures are in place to ensure a calm, secure and happy working environment for everyone.

Aims

- To create an environment that encourages and reinforces good behaviour, enabling learning and teaching to take place in a safe and happy setting
- To define acceptable standards of behaviour and reinforce these through appropriate rewards for children of all ages and abilities
- To ensure consistency in responses to both positive and negative behaviour, resolving difficulties calmly and supportively
- To promote self-esteem, self-discipline and positive relationships
- To ensure that vulnerable pupils and those with SEND receive behavioural support tailored to their specific needs
- To ensure that expectations and strategies are clearly understood by staff, pupils, parents and visitors
- To promote a strong partnership between home and school in implementing this policy

Acceptable standards of behaviour are goals to be developed over time rather than fixed expectations that are simply met or unmet. The school plays a central role in children's social, moral and spiritual development, just as it does in their academic progress.

As we measure academic achievement in terms of growth and development, so too do we view behaviour as a developing skill. We support children in progressively achieving both individual and whole-school behavioural goals.

Our Ethos

All adults in school have a responsibility to model high standards of behaviour in their interactions with children and with one another. We recognise that adult behaviour significantly influences children.

We will:

- Create a positive school ethos with realistic and high expectations
- Ensure all individuals feel valued and treated fairly within a caring learning environment
- Put strategies in place so children are listened to, offered choices and supported in developing positive behaviour

Positive Behaviour and Rewards

Children at Vernham Dean Gillum's CE Primary School are expected to behave well. Our curriculum reinforces high expectations of respectful and positive interactions. Children learn that excellent behaviour supports effective learning and enables them to make strong progress.

Our Christian Values of Compassion, Courage and Creativity underpin our approach to relationships and behaviour.

Our Behaviour Beliefs

Written collaboratively by children and staff, our Behaviour Beliefs reflect mutual respect and our Christian values. These are displayed in every classroom:

We treat each other with compassion, respect and honesty.
We all work together as a team to achieve our best.
We keep each other safe and have the courage to do the right thing.

Children are encouraged to contribute positively to school life and feel valued. Each class follows the school Behaviour Beliefs, with age-appropriate reward systems such as:

- House points
- Stickers
- Marble jars and class rewards

Celebration and Recognition

At our weekly Celebration Worship, children may receive:

- Achievers' Certificates for effort, perseverance and resilience
- House Point Certificates
- Weekly Behaviour and Values Certificates

Additional recognition may include:

- Headteacher's Award sticker
- Stand Out Star award
- Creativity Certificate
- Compassion Certificate
- Courage Certificate (lion award sent home for the weekend)

Sanctions and Support

There are times when children may behave inappropriately. Often, this behaviour reflects unmet needs or difficulties in communication. It is our role to help children understand acceptable behaviour and develop the strategies needed to make positive choices.

Behaviour is managed consistently, fairly and supportively, taking into account:

- The age of the child
- The individual circumstances
- The child's emotional needs

Children are given the opportunity to explain events and express their feelings. Staff ensure that reasons for sanctions are clearly explained. Children are reminded that they are responsible for their actions and that choices have consequences.

Classroom rules and procedures should:

- Be kept to a necessary minimum
- Be positively phrased
- Be developed with pupil involvement
- Have a clear and explicit rationale
- Be applied consistently by all adults
- Promote shared responsibility within the school community

Positive reinforcement and praise (e.g. "lovely walking") are central to encouraging good behaviour.

When sanctions are necessary:

- The reason for the sanction must be clear
- The required behaviour change must be explained
- Support must be provided to help improvement

Individual Behaviour Support

Some children may require an Individual Behaviour Management Plan (IBMP), developed in partnership with parents and, where appropriate:

- Primary Behaviour Support Service
- Child and Adolescent Mental Health Services (CAMHS)
- NHS professionals

Where challenging behaviour continues despite appropriate classroom strategies:

- The child may be given Reflection Time.
- If behaviour persists, the Headteacher will be involved.
- A meeting with parents may be arranged.
- In rare cases, a fixed-term exclusion may be considered as a last resort, in consultation with the Hampshire Educational Inclusion Service (EIS).

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Break and Lunchtimes

During break and lunchtime, supervision is provided by staff.

If a child struggles with behaviour:

- They will be reminded of expected standards
- Repeated minor incidents may result in loss of some break time or supervised reflection time
- More serious incidents will be referred to the Headteacher

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Our pupil-created Break Time Charter, linked to the theme of Responsibility, includes:

- Use our eyes and ears carefully to be aware of what is going on around us
- Stay on the playground when it is wet
- Be patient while waiting for a turn
- Avoid rough play or slide tackling
- Use equipment carefully to keep everyone safe

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Communication and Parental Partnership

Clear communication and a positive partnership with parents are essential in promoting positive behaviour.

Where concerns arise:

- Staff will ensure relevant colleagues are informed
- Parents will be contacted at an early stage
- Opportunities for discussion and collaboration will be provided

We believe strong partnerships build trust and support consistent expectations between home and school.

Preventing Bullying

Bullying is not tolerated at our school. We recognise that bullying behaviour may stem from underlying issues, and these will be addressed appropriately. Full procedures are detailed in our Anti-Bullying Policy.

Date of Policy Update: Summer 2026

Date of Policy Review: Summer 2027

Signed:



Ian Hickman - Executive Headteacher

Signed:



Paul Nicoll - Chair of Governors

Date: 14th May 2026