



## Vernham Dean Gillum's CE Primary School Behaviour Policy

It is our aim at Vernham Dean Gillum's CE Primary School to provide a safe, respectful learning environment for our children and we are committed to improving outcomes for our school community. The Governing Body and staff accept this policy and seek to create an environment in the school which encourages and reinforces positive behaviour.

In order to ensure that this is so, we have agreed procedures to create a calm, secure and happy working environment for all.

### **Aims:**

- To create an environment which encourages and reinforces good behaviour in which learning and teaching can take place in a safe and happy environment
- To define acceptable standards of behaviour and reinforce good behaviour by providing rewards for children of all ages and ability
- To encourage consistency of response to both positive and negative behaviour resolving behavioural problems in a calm and caring manner as they occur with the expectation of achieving an improvement in behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that any vulnerable/ SEND pupils receive behavioural support which is relevant to their specific needs if required.
- To ensure that the school's expectations and strategies are widely known and understood to all stakeholders- staff, children, parents and visitors.
- To encourage the involvement of both home and school in the implementation of this policy

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social, moral and spiritual development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so to do we measure standards of behaviour in terms of the children's developing ability to succeed in achieving behavioural goals for them as well as whole school goals.

### **Our Ethos**

All adults within our school have a responsibility to model high standards of behaviour both in how they deal with children and with each other. As a staff we recognise that our behaviour has an important influence on children. We will ensure that we:

- Create a positive ethos and culture within our school community that has realistic expectations
- Show all within the community that all individuals are valued and treated fairly by providing a caring learning environment
- Ensure strategies are in place so that children are listened to, have choices and time to develop positive behaviour.

### **Positive Behavioural Rewards:**

At Vernham Dean Gillum's C of E Primary School, children behave well. Our curriculum is used to reinforce our high expectations of how children interact respectfully and positively with each other. Children learn that excellent behaviour enables them to make quicker progress in their learning. They are taught to understand how our Christian Values of Compassion, Courage and Creativity are where we reflect on relationships with ourselves and others around us.

Our Behaviour Beliefs have been written with the children and staff so that they include all stakeholders and are based on mutual respect and our Christian values. These are displayed in each classroom to encourage children to do their best. We aim to teach children how working together enables us to be a cohesive community.



## **Vernham Dean Gillum's C of E Primary School Beliefs**

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.

All children are encouraged to exhibit good behaviour and to feel valued for their contribution to the life of the school; this is reinforced with a system of praise and reward for all children. Each class follows the school behaviour beliefs and rewards are negotiated within each class and vary according to the age of the children. House points, stickers, marble jars to earn class rewards, are examples of the types of incentives used within the class to reward individual children and the whole class.

- At our weekly Celebration Worship, children are awarded Achievers Certificates for excellent effort in their learning, perseverance and resilience. In addition there is a Housepoint Certificate and a Weekly Behaviour and Values Certificate, for good behaviour, following our school's Christian values, being helpful and kind, team work and following the Code of Conduct.

Other rewards, which are used to reinforce positive behaviour:

- Headteacher's award sticker
- Stand out Star award
- Creativity certificate
- Compassion certificate
- Courage certificate/lion which goes home for the weekend.

### **Sanctions:**

There will be times when children behave in an inappropriate way. Often this is because they are trying to communicate something and don't have the appropriate strategies to do this. Children need to discover where the bounds of acceptable behaviour lie, as part of growing up and knowing what the rules of law are in society to become an effective citizen. It is our role to ensure that we support the children in understanding what is acceptable behaviour and the strategies needed to be successful.

All staff in school manage behaviour in a consistent, caring, supportive and fair manner, having regard for the age of the child, listening carefully to the situation, being non-judgemental and in a way that doesn't draw attention to the child.

Each child is unique, so we investigate the cause of the behaviour and apply an appropriate remedy in a timely fashion; each child will be given the opportunity to have their turn to recount the events

that have happened and state their feelings; all staff will ensure that the reasons for any sanction are made clear to the child. Therefore, behaviour is treated individually according to the child's specific needs. Children are reminded that they are responsible for their own actions and that not making the right choices, has consequences.

#### **Classroom rules and procedures should:**

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced by all adults in the school
- Promote the idea that every member of the school has responsibilities towards the whole school community

Rewards and positive praise ("lovely walking" rather than "don't run") are central to the encouragement of good behaviour. At times sanctions may be needed to help support the reoccurrence of poor behaviour. The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions and support given as to how the behaviour can be improved.

Occasionally there may be children who will need an Individual Behaviour Management Plan (IBMP) and the support of the parents, additional support services (Primary Behavioural Support Service, Child and Adolescent Mental Health Service, NHS) and teachers to achieve these goals.

Where challenging behaviour persists, despite the response of appropriate classroom management practice: the pupil may be referred to another member of staff for; 'Reflection Time' and then if the behaviour persists the Headteacher. Where a child does not respond to reflection time, it may be necessary for the parents to meet with the Headteacher. It may be decided that a period of fixed term exclusion will be arranged, but this is a last resort measure and undertaken in consultation with the Hampshire Educational Inclusion Service (EIS).

#### **Lunchtimes and Break times**

At break times and lunchtime supervision is by staff. If a child is struggling with their behaviour the staff should remind children of the standard of behaviour expected. Repeated minor problems may result in the loss of some of their break time by staying with the adult on duty or reflection time in an appropriate area of the playground. If the behaviour is more serious, the child is sent to the Headteacher where a discussion would take place. The school has developed with the children linked to the Worship theme of Responsibility their own break time charter which is displayed around the school.

- Use our eyes and ears carefully to be aware of what is going on around us.
- When it's wet stay on the playground so we don't slip.
- Be patient when we are waiting for our turn on the adventure playground.
- Be careful not to roughly tackle or slide tackle.
- Use the equipment carefully so that others don't get hurt.

#### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents to promote positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. We believe that a positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems; the school will communicate policy and expectations to parents and where

behaviour causes concern, parents will be informed at an early stage and given an opportunity to discuss the situation.

**Preventing Bullying:**

We will not tolerate bullies within our school, but realise there are underlying issues which cause a child to become a bully. Our procedures are detailed within our anti-bullying policy.

Date of policy update: Spring 2023

Date of Policy review: Spring 2024

Signed.....Headteacher

Signed.....Chair of Governors