



Denver VC Primary School

Positive Behaviour Policy

Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect. **Our shared Christian vision is:**

To seek to discover and celebrate whatever is good in each individual.

Discover – Value - Celebrate - Praise



Matthew 5:16

We aim to develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to ‘Let their light shine’ surrounded by a safe, enabling and encouraging environment.

Positive Behaviour Policy

Formally adopted by the Governing Board of:	Denver VC Primary School
On:	20th September 2023
Chair of Governors:	Carole Reich
Last updated:	21st September 2022

Denver VC Primary School

Positive Behaviour Policy

Introduction

Our behaviour policy provides the framework for the creation of a happy, secure and calm environment which enables children and staff to feel valued, honoured and respected. This policy supports children's development as caring and responsible citizens and aims to ensure that children's learning opportunities are maximised to enable them to reach their potential.

Aims

We aim to:

- treat all with respect;
- to have clear expectations and strategies for managing behaviour;
- to be consistently fair;
- to motivate all children to learn and achieve, both academically and socially;
- to promote the physical and mental wellbeing of all members of our community;
- to encourage children to take pride and responsibility in their learning and in caring for their environment;
- to ensure that Christian values permeate our school; and
- enable children to become secure, confident individuals with positive self-esteem.

Principles

Our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- good behaviour
- effort in learning
- politeness and manners
- personal qualities such as helpfulness, kindness, perseverance, resilience and consideration to others
- following school and class rules
- good attendance
- special achievements, both in and out of school

We use Class Dojo as our reward system to recognise individual team and class efforts.

Rights and Responsibilities

Rights of Pupils

- to be able to learn to the best of their ability
- to be treated with consideration and respect
- to be listened to by the adults in the school
- to be clear of what is expected
- to feel safe and not bullied
- to be treated fairly
- to have their positive behaviour recognised and rewarded
- to know the consequences of their actions/inactions

Responsibilities of Pupils

- to acknowledge that *their* behaviour is *their* responsibility
- to treat others with consideration and respect
- to try their best in their learning
- to be honest
- to remain calm and quiet when moving through the school
- to listen attentively without interrupting adults or pupils
- to use equipment carefully and safely
- to listen when it is the turn of others to talk.
- to follow instructions from any adult in school
- to seek support from adults when having disagreements, or when needing help
- to play kindly and fairly
- to follow playground rules

Rights of Staff

- to be treated with respect by pupils, parents and colleagues
- to be able to teach without any disruption to learning
- to feel safe, both physically and emotionally
- to be treated fairly and consistently
- to have achievements recognised

Responsibilities of Staff

- to model positive behaviour, social interaction and good manners
- to consistently apply the behaviour policy, ensuring that behaviour incidents are carefully investigated
- to listen to the children and what they have to say
- to treat the children with respect and respond calmly
- to apply consequences fairly, justly and consistently
- to maintain good communication with parents
- to recognise, praise and promote children's positive behaviour
- to promote an understanding of how to be safe

Rights of Parents

- to have their child treated fairly and consistently
- to be informed of any significant behaviour incident involving their child
- to have positive acts of behaviour communicated

Responsibilities of Parents

- to encourage their children to behave well in school
- to ensure good attendance and punctuality
- to treat all members of the school community with respect
- to support and take an active interest in their child's learning
- to communicate any concerns with school, at the earliest opportunity
- to support staff in applying the behaviour policy

Show Me Five

Our school rules are based on 'Show Me Five':

Safe, Prepared, Attitude, Respect, Kind

When gaining children's attention, the adults will instruct them to 'Show Me Five'. This means that the child must stop everything they are doing and focus on the adult.

Positive Behaviour Strategies

- Class Dojo points, and class progress chart
- Verbal praise
- Stickers
- Quiet praise
- Focus on good behaviour examples
- Children visit other staff or the Head teacher for recognition, and reward stickers etc.
- Celebration assemblies
- Weekly certificates and Star of the Week certificates
- Praise pads
- Note from the Headteacher
- Hot chocolate with the Headteacher
- Traffic lights

Negative Behaviours to be Avoided

- Shouting
- Sarcasm
- Humiliation
- Over-reacting
- Bullying
- Blanket punishments
- Hurting others' feelings (adults and children)
- Violence and aggression
- Threatening behaviour
- Dishonesty
- Refusal to comply with reasonable expectations
- Discriminatory language or behaviour, including racial or homophobic abuse and inappropriate sexual language and gestures
- Lack of respect
- Using unacceptable language
- Deliberately damaging property
- Persistent low level disruption

Consequences

It is important that children know, and are reminded of, what is acceptable and what is not acceptable behaviour, both within classrooms and around all other areas of the school. If a rule is ignored or broken, the sequence of consequences listed below are to be followed. The purpose is to help children take responsibility for their own actions and behaviour. All children should be aware of the consequence steps.

Each class will use a traffic light system and have a visual display in the classroom. All children will begin each day on green. If a child is moved to amber or red, examples of good behaviour will result in them working back towards green.

These are five steps of consequences for unacceptable behaviour. This sequence is subject to change if the behaviour is serious:

1. Non-verbal signal. At this stage the child remains on green.
2. Warning with a verbal explanation. At this stage the child remains on green.
3. 2nd warning with an explanation. At this stage the child moves to amber and reminded that positive behaviour will return them to green, although further negative behaviour will result in moving to red and a time out which will be communicated to parents.
4. If the behaviour persists, the child will move to red and be given a Time Out in another classroom or with the Headteacher. Any time out will be logged on a slip (see appendix A) which will be passed to the Headteacher at the end of the day and parents will be informed.
5. After 3 time out slips during a half term a letter will be sent home to parents and a meeting requested to discuss their child's behaviour. Each new half-term will be considered a fresh start.

Children moved to amber or red will be entered onto the class behaviour log for that week. The behaviour log for each class will be handed to the Headteacher at the end of each week to be monitored.

Class behaviour logs will be taken outside at break and lunchtimes.

Children may be expected to use their own break or lunch time to complete tasks set.

For serious aggressive or defiant behaviour the Headteacher reserves the right to proceed straight to exclusion.

Exclusion

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- Long term inappropriate behaviour is not responding to strategies in place and the safety and learning of others is being seriously hindered:
- An incident of extreme seriousness has occurred; and
- In such other circumstances where the Headteacher and the Governing Body see fit.

The following are examples of serious behaviour that could result in exclusion:

- Violence
- Threatening behaviour, which affects the safety of others
- Bullying
- Racism
- Homophobia
- Verbal abuse
- Refusal to conform
- Extreme defiance
- Theft
- Drug use
- Deliberate damage to property
- Bad language (directed repeatedly at another person)
- Continuous high level disruption to lessons

The school follows the Local Authority guidelines on exclusion.

Monitoring and Evaluation of this Policy

- The Headteacher monitors this policy on a regular basis, reporting to the governors on the effectiveness of it.
- The school records incidents of misbehaviour in weekly class behaviour logs. These logs are handed to the Headteacher at the end of each week for monitoring purposes.
- Teachers monitor minor classroom incidents.
- The Headteacher records those incidents where a child is sent to her for inappropriate behaviour or from the point when a child receives a 'time out' slip.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

- The policy and the behaviour procedures contained within it will be monitored and evaluated regularly throughout the school year to ensure that they are being implemented consistently throughout the school.



DENVER V.C. PRIMARY SCHOOL

Discover • Value • Celebrate • Praise

Time Out Record

Name of child: Class

Adult issuing slip:

Date: Time:

Reason:

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Sent to:

Time of arrival: Time of return:

Class teacher informed parent at:

Class teacher signature