



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 seeks to recognise whatever is good in each individual through the way we Discover, Value, Celebrate and Praise each other.



Let your light shine (Matthew 5:16)

Our vision is lived out through our exploration of our Christian values: thankfulness, peace, wisdom, hope, tolerance, perseverance, friendship, generosity, justice, compassion, forgiveness and love.

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.

Formally adopted by the Governing Board of:	Denver VC Primary School
On:	29th September 2025
Chair of Governors:	Carole Reich
Last updated:	18th September 2024

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 around 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
- to use good manners
- to respect school and others' property
- to show respect in worship and participate fully
- to apply these responsibilities while representing the school

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 and recorded using the school's system
- to communicate effectively with colleagues any incidents
- 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
- to model Christian values

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
- WOW tokens
- Verbal praise
- Stickers
- Quiet praise
- Focus on good behaviour examples
- Children visit other staff or the Headteacher for recognition, and reward stickers etc.
- Celebration assemblies
- Weekly certificates and Star of the Week/Dojo certificates
- Weekly celebration of leading team with most WOW tokens
- Half termly reward for team with most WOW tokens
- Praise pads
- Note from the Headteacher
- Hot chocolate with the Headteacher

Negative Behaviours to be Avoided

- Shouting
- Sarcasm
- Deliberate 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, misogynistic or homophobic abuse and inappropriate sexual language and gestures

- Discrimination based on disabilities
- 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.

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

1. Warning with a verbal explanation.
2. Warning card given or placed on child's workspace.
3. If the behaviour persists, the child will then be given a time out (10 minutes) in another classroom or with the Headteacher. The adult giving the child the time out will complete a time out form which the child will take with them. Any time out will be logged on CPOMS and the Headteacher will be notified. Parents will be informed via email by the end of the day (see Appendix A).
4. If after the 10-minute time out the child's behaviour persists, they will receive an internal inclusion for the rest of that morning or afternoon. An internal inclusion form will be completed. This will be logged on CPOMS and the Headteacher and parents will be notified via email by the end of the day (see Appendix B).
5. 3 internal inclusions during a half term will result in an internal exclusion for a period of one day, including break and lunch times. Internal exclusion will take place in an office space or PPA Room, as appropriate. This will be logged on CPOMS. Parents must attend a meeting with the Headteacher to discuss ways forward. Each new half-term will be considered a fresh start (see Appendix C).

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.
- Teachers monitor minor classroom incidents.
- All staff will take responsibility for recording incidents on CPOMS. Logs are monitored by the Headteacher on a daily basis.
- 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.

Appendix A (Yellow)

Time Out Form (10 minutes)		
Name	Date	Time
Reason for time out		
Reflection		
Signed (person issuing form)		
Signed (person observing time out)		

Example text to be used in an email when informing a parent of a time out.

Dear Parent,

This email is to notify you that, in accordance with our behaviour policy, has received a 10 minute time out with

The reason for the time out was because

Please reinforce the importance of positive behaviour with your child.

Kind regards

Appendix B (Blue)

Internal Inclusion Form		
Name	Date	Time
Reason for internal inclusion		
Reflection		
Signed (person issuing form)		
Signed (person observing internal inclusion)		

Example text to be used in an email when informing a parent of an internal inclusion.

Dear Parent,

This email is to notify you that, in accordance with our behaviour policy, has received an internal inclusion with

The reason for the internal inclusion was because

If your child receives 3 internal inclusions within a half term, the result will be an internal exclusion for one day. At this point, you will be required to attend a meeting with the Headteacher.

Please reinforce the importance of positive behaviour with your child.

Kind regards

Appendix C (Lilac)

Internal Exclusion Form		
Name	Date	Time
Reason for internal exclusion		
Reflection		
Signed Headteacher		