



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

It is our aim at Vernham Dean Gillum's CE Primary School to provide a respectful, safe, 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 vulnerable and SEN pupils receive behavioural support which is relevant to their specific needs
- To ensure that the school's expectations and strategies are widely known and understood
- 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 we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural 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
- Provide a caring learning environment that ensures the fair treatment of all groups of children

### **Our Classrooms**

As a staff, we recognise our classroom environment should be a positive experience for every child. All adults working within the classroom should create relationships with children that encourage good behaviour. Strategies used should include the arrangement of furniture that is conducive to on-task behaviour, and a tidy purposeful learning environment. Displays should encourage enthusiasm and an active participation for learners. During lessons praise should be given to encourage good behaviour as part of expectations for good work.

### **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 Christian Values are where we reflect on relationships with ourselves and others around us.

A Code of Conduct and behavioural expectations are displayed in each classroom to encourage children to do their best. We aim to teach children how working together around the code enables us to be a cohesive community.

### **Code of Conduct**

**Mutual Respect** – We will respect our peers, adults and property (both ours and others)

**Honesty** – We will be truthful at all times and realise that not telling the truth causes situations to become worse

**Safety** – We will ensure our own and others safety at all times

**Achievement** – We will work hard at all times to achieve our best

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 code 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 attitude to school life, perseverance and attainment. In addition a Housepoint Certificate and a Weekly Good Behaviour and Values Certificate, for good behaviour, being helpful and kind, team work and following the Code of Conduct.

Other rewards, which are used to reinforce positive behaviour:

- Headteacher's Note Home (for outstanding work sent to the Headteacher)
- Outstanding Behaviour award
- Good Choice award
- Role Model award

### **Sanctions:**

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The class teachers deal with minor breaches of discipline in a caring, supportive and fair manner, having regard for the age of the child.

Each child is unique, so we investigate the cause of the misbehaviour 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 the sanction are made clear to the child. Therefore, misbehaviour is treated individually according to the child's specific needs; all staff are aware of these needs. Generally, children are reminded that they are responsible for their own actions and that rule breaking 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

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect has an impact on the ethos of the school.

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

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 unacceptable behaviour persists, despite the response of appropriate classroom management practice: the pupil will be referred immediately to the Senior Lead for 'Reflection Time'. 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 misbehaving the staff should remind children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5 minute 'time out'; which should defuse the situation. If the misdemeanour is more serious, the child is sent to a senior member of staff where a discussion would take place.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since they are crucial in promoting and maintaining high standards of 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 policy. During the Spring Term, an Anti-bullying Day will take place when a child friendly version of the policy will be shared with the children.

Date of policy update (annual review): Autumn 2017

Signed.....Headteacher

Signed.....Chair of Governors