

Policy for Positive Behaviour

Diptford C of E Primary School

Our core Christian values are central to our school culture and ethos and link directly to our relationships with each other. They have a direct impact on behaviour management at Diptford C of E Primary School and on our pupils' attitude towards learning and life within a community.

Joy

We learn to recognise and find joy in our lives, and act with positivity.

Kindness

We consider how to show kindness and compassion for others – in and beyond school.

Respect

We have a deep respect for each other and show it in what we do and say.

*Positive
behaviour
management
at Diptford
Primary
School*

Courage

We show courage to stand up for what is right and good.

Thankfulness

We show thanks and gratitude to each other and for our surroundings.

Community

We watch over each other as we work, play and grow together.

We strive to develop a culture and ethos that will inspire positive behaviour in our school, underpinned by our Christian character, values and mission statement. Through our behaviour policy we aim to help children develop the values and principles that will enable them to make a full and positive contribution to our wider community and society. Forgiveness and understanding are key features of our approach.

We believe a safe, respectful and caring environment is central to the operation of our school and its ethos in which children can learn and develop as caring and responsible citizens. We place great importance upon being polite and friendly; helpful and kind; on working hard; on looking after each other and our environment. Every child has the right to learn and no child should have their learning disrupted. We aim to ensure a harmonious school where the rights of individuals are promoted, including wellbeing, participation, relationships and self-esteem (*Unicef key areas of impact, Rights of the Child*).

To promote excellent behaviour, Diptford C of E Primary School strives to:

- provide a safe, secure, encouraging and supportive atmosphere where every child is valued
- nurture children towards positive self-confidence and pride as learners, and to help each other to mature socially and emotionally
- encourage children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices, including through restorative justice and forgiveness
- secure an inclusive learning environment and support all individual children under the Equality Act 2010
- teach children to develop positive friendships, using appropriate strategies, including circle time and 'Circle of Friends', giving support to individuals and groups as necessary
- enable children to understand what it means to be a good citizen and to put this into practice at school and in the wider community
- develop in children an understanding of and respect for the religious, spiritual, moral and cultural values and views of others, and to thoughtfully consider their own
- encourage children to appreciate our natural environment and understand the importance of conservation

The school community works to maintain:

- a safe and secure school environment conducive to effective and exciting teaching and learning;
- high expectation of all pupils in all areas of school life including behaviour;
- a fair, consistent, clear and positive approach to discipline from the school;
- positive and productive relationships with all involved in helping the child to behave well;
- a culture of respect between staff, pupils, parents, families and the community as a whole;
- the freedom from physical and verbal abuse in and out of school
- that opportunities and guidance is given children so that children can become more responsible for their own behaviour e.g. circle time, peer mediation and a Thrive-style approach

We encourage pupils to:

- develop responsibility for their own behaviour and reflect on their impact on each other
- develop an understanding of the need for responsible behaviour
- develop respect and tolerance for others
- develop positive attitudes
- develop a co-operative and collaborative mind-set
- develop an effective range of strategies for dealing with problems independently, but seeking support where needed

SCHOOL CODE of CONDUCT

A clear code of acceptable conduct is in operation throughout the school. At the start of each new academic year, each class creates together a class charter (or code of conduct) for class and playground, comprising rules which are relevant to the children; are appropriate to the age and stage of development of the child; make behaviours and expectations explicit for fair, respectful and positive learning; promote school values. Rules will be written positively (do/be rather than don't). A weather-themed behaviour system is in place in each class where pupils begin on the sun and may move up to the rainbow or down to the cloud/thunder cloud. See Appendix A & B.

REWARDS

A consistent reward system for positive behaviour is in place throughout the school. Parents will be informed of our celebration of a child's positive behaviour through certificates and verbal communication, as appropriate.

Rewards are given

- i. for individual and/or group effort and achievement in learning and behaviour
- ii. for a whole class effort and achievement in learning and behaviour
- iii. for individual or group behaviour and conduct at play times (break and lunch)

Rewards may include

- i. verbal / non-verbal praise
- ii. stickers
- iii. house points
- iv. certificate for learning (achiever)
- v. certificate for citizenship (friend of the week)
- vi. certificate for positive playtimes (positive play)

Collective celebration

Achievers assembly occurs on a weekly basis, led by the Head/Senior Teacher to recognise the achievements of the children at an individual, group and class level. In this time, children are presented with certificates to reward high standards of behaviour, excellent citizenship and positive attitudes to learning. Pupils may also share home achievements through this celebration assembly.

CONSEQUENCES

Consequences will be applied where pupils do not reflect acceptable standards of positive behaviour. Parents will be informed in the early stages to prevent escalation, and work in partnership with the school to help address issues will be encouraged. School will respond in a way that reflects our policy and codes (Appendix A/B) and recognises the needs of the individual. Any behaviour that may result in serious risk to the health and safety of any child or person will be dealt with swiftly.

Sanctions will be issued by members of staff when behaviour is unacceptable, either in school or off school premises, including where it:

- i. disrupts teaching
- ii. disrupts or stops learning from taking place
- iii. is disrespectful or impolite
- iv. affects the health, safety and well-being of others

See Appendix A and B (below).

Sanctions reflect the seriousness of the misdemeanour and take into account the pupil's age and individual needs, including:

- non-verbal warning
- verbal warning
- reflection time within class or in a 'buddy' class
- withdrawal from an activity
- discussion with the Academy Head
- incidents recorded in a behaviour record
- loss of time at break or lunch to reflect on behaviour or finish work
- Parents informed

Support for a child experiencing prolonged or significant difficulties in managing behaviour may be given through:

- behaviour charts or logs
- Academy Head involvement
- parental involvement
- individual action plans for children with emotional and behavioural issues
- outside agency involvement, e.g. Early Help

On rare occasions, it may be necessary to use positive handling strategies to prevent a child hurting themselves, others, or damaging property. Please refer to the Link Academy Trust Positive Handling Policy. Only in extreme cases, it may be necessary to consider a programme of exclusion in line with local authority guidelines.

The school holds that it is essential that all sanctions are fair, consistent and immediate. All sanctions are consistent with our positive approach to behaviour and intrinsically linked to our school ethos and values.

Coronavirus:

If a pupil is being uncooperative around health and safety, or any behaviour relating to Covid-19 (e.g. non-compliance with hand washing), parents will be contacted immediately for support.

Appendix A - Class Time Behaviour System Rewards & Consequences

	Sanctions	Rewards
<u>Stage 1</u>	<ul style="list-style-type: none"> • A verbal and/or non-verbal warning is given • Appropriate behaviour is discussed • Pupil responds positively, name remains on the sun • No further action 	<ul style="list-style-type: none"> • Verbal or non-verbal praise is given • Child's name stays on the sun
<u>Stage 2</u>	<ul style="list-style-type: none"> • Pupil's behaviour does not improve following a warning • Name moves to the cloud • Pupil may be asked to change seat • Behaviour expectations are discussed again, child will move back to the sun as behaviour improves. • Teacher may wish to inform parents verbally, if helpful 	<ul style="list-style-type: none"> • Positive praise is reinforced • Child's name moves up to the rainbow • Sticker and/or chain-link is awarded • Teacher may wish to inform parents verbally
<u>Stage 3</u>	<ul style="list-style-type: none"> • Behaviour does not improve • Name moves to the thunder cloud • Head may be informed to intervene. In this case, a behaviour record will be updated • Teacher will inform parents to discuss ways forward and consequences 	<ul style="list-style-type: none"> • Name moves above the rainbow to the star • A sticker and/or chain-link is awarded • Teacher informs parents of their positive behaviour
<u>Stage 4</u> <u>Buddy classes:</u> <i>Dippers to Kingfishers, Kingfishers to Hawks, Hawks to Dippers</i>	<ul style="list-style-type: none"> • Pupil will go to buddy class for the opportunity to reflect on their behaviour (10-30 minutes depending on the age of the child) • Head will be informed • Pupil will lose a privilege (immediate, not delayed) • Head will add the incident to a behaviour record • Parents will be contacted by the Head to discuss strategies to prevent further action. Parents will be informed of the consequences of Stage 5 	<ul style="list-style-type: none"> • Pupil may go to the Head for a 'Happy Headteacher' certificate • Further stickers/chain-links are awarded
<u>Stage 5</u>	<u>Internal seclusion</u> <ul style="list-style-type: none"> • Pupil withdrawn from class to work in seclusion for a period • Parents will be invited in to discuss ways forward with the Head of School and teacher • Involvement with outside agencies 	Pupil may be chosen for a Celebration certificate to be taken home and named in newsletter: -Star learner -Super star -Positive player -Happy Headteacher, etc.
<u>Exclusion</u>	<ul style="list-style-type: none"> • Head takes decision to exclude • Incident remains on pupil records 	
<p><i>NB: *It may be appropriate to move directly to a higher stage if the behaviour compromises the health, safety and well-being of other children or adults in school.</i></p> <p><i>*In the case of repeated incidents over time, a behaviour log may be started at any stage</i></p>		

Appendix B - Play/Lunch Time Behaviour System & Consequences

	Sanctions	Rewards
Stage 1	<ul style="list-style-type: none"> MTA discusses appropriate behaviour with pupil Pupil responds positively No further action 	<ul style="list-style-type: none"> Positive praise is given
Stage 2	<ul style="list-style-type: none"> Pupil does not adjust behaviour Pupil given <i>time out</i> to cool down; remains on the playground with the MTA or in a quiet, visible spot. Opportunity is given to reflect and return to play. Teacher informed, including where behaviour was adjusted positively. Teacher may wish to inform parents verbally if helpful 	<ul style="list-style-type: none"> Lunchtime sticker and/or chain-link awarded given by MTA or member of staff
Stage 3	<ul style="list-style-type: none"> For more serious behaviour and/or refusal to respond, the pupil will move inside to cool down (up to 30 mins depending on the age of the child/children) Class teacher will have a conversation with the pupil. Teacher may refer to the Head to review play time privileges. In this case, the Head will enter the incident onto a behaviour record Class teacher will inform parents and discuss ways forward 	<ul style="list-style-type: none"> Class teacher informed of good playtime behaviour Class teacher may inform parent, as appropriate Sticker and/or team chain-links awarded
Stage 4	<ul style="list-style-type: none"> For repeated, persistent poor behaviour or where the safety of others has been compromised, the MTA/pupil will report directly to the Head/senior teacher to intervene Lunch time privileges will be revoked Parents will be contacted by the Head to discuss strategies to prevent lunch-time exclusion. Parents will be informed of Stage 5 consequences Head will update behaviour records 	<ul style="list-style-type: none"> Pupil may go to the Head for a 'Happy Headteacher' certificate Further stickers/chain-link may be awarded
Stage 5	<u>Lunchtime exclusion</u> <ul style="list-style-type: none"> Short, fixed term lunch-time exclusion from lunchtime between 12.15-1.15pm Parents requested to come to the school to support Head to deal with the child's behaviour Further support for external agencies, as appropriate 	<ul style="list-style-type: none"> Pupil may be chosen for a 'Positive Player' or MTA award certificate to be awarded in celebration assembly
<u>Exclusion</u>	<ul style="list-style-type: none"> Head takes decision to exclude Incident remains on pupil records 	
<p><i>NB: *It may be appropriate to move directly to a higher stage if the behaviour compromises the health, safety and well-being of other children or adults in school.</i></p> <p><i>*In the case of repeated incidents over time, a behaviour log may be started at any stage</i></p>		