

**WESTERN DOWNLAND C of E. (V.A.) PRIMARY SCHOOL**

In partnership with parents we aim to provide:

The roots to grow and the wings to fly

# **WESTERN DOWNLAND C. of E. (Aided) PRIMARY SCHOOL**



## **Positive Behaviour Policy**

**Reviewed September 2020  
Next review September 2021**

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Western Downland Church of England (Aided) Primary School highly values its **Christian foundation** and its close links within the Western Downland parishes and the **Diocese of Salisbury**.

The Christian understanding which informs and underpins our shared values and activities at Western Downland begins from two simple principles, that everyone who forms part of our School community should be enabled to develop "***The Roots to Grow and the Wings to Fly***".

***The Roots to Grow:*** We begin with a conviction that there is a starting point and foundation for all that nurtures and nourishes a fulfilling life. In Christian language this might be called the **Source** or **Origin**. We seek to provide a secure, nourishing environment which feeds people's sense of worth, which informs their appreciation of the world around them, and which fires their imagination.

***The Wings to Fly:*** We believe in providing the opportunity for each person in our School to thrive, to fulfil their potential and even to reach beyond what is - as yet-possible. In the language of Christianity, this might be called **Excellence** or **Transcendence**. We seek to develop people's confidence and self-belief, equipping them with skills and encouraging a resilience that enables them to successfully meet challenges, solve problems and overcome setbacks, as well as seeking to foster their understanding of being part of a community, in which we can gain as well as give, through the skills and insights of others. We will introduce them to new experiences and insights which will enrich their self-understanding, and enable them to move **forward with a growing sense of who they are and their place in the world**.

### Our School Values

#### **Love:**

From the early Greek word "**agape**", found in the Bible, meaning a love which is a true reflection of the love of God: unconditional, self-giving, compassionate, purposeful and transformative.

#### **Fellowship:**

From the early Greek word "**koinonia**", found in the Bible, meaning a readiness to live in community with one another, recognising our interwoven lives and valuing what each person has to offer, because we are richer as each of us makes our unique contribution to the life of us all.

#### **Righteousness:**

From the early Greek word "**dikalosyne**", found in the Bible, which includes a concern to live as well as we can, seeking excellence in our own lives, defending peace, pursuing justice, valuing truth and demonstrating a genuine regard for others, which shows itself in generosity of action.

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### 1 Principles

We believe that every member of our school community should feel **safe, valued and respected**, and that each person is treated with **fairness and justice**. We are a **caring community**, whose values are built on mutual trust and respect for all. Our behaviour policy supports the way in which all members of the school can live and work together in a supportive way and is rooted in our values of **Love, Fellowship and Righteousness**.

Western Downland has a **Code of Conduct** (see appendix 1), but the main aim of our behaviour policy is to promote the **values and attitudes that enable positive relationships to flourish**.

The school expects every member of the school community to behave in a **considerate, respectful** way towards others, valuing and appreciating one another irrespective of age, gender, belief or race and to acknowledge that **everyone has a part to play** within our school community. (*See our Equalities Policy*)

This policy aims to help children to grow in a **safe and nurturing** environment, to become **responsible and increasingly independent** members of their school community, supporting their growth as **engaged citizens** who will contribute positively to society.

Western Downland rewards **positive behaviour**, enabling all individuals to thrive and develop in an atmosphere of **praise and encouragement** rather than fear and sanctions. Examples of positive behaviour include-

- **Respect** for their own and others' opinions, beliefs and property, understanding and appreciation of others, care for the school environment (rooted in our school values of **Love & Righteousness**)
- **Cooperation**- playing well together, resolving disputes, responding positively to adults (rooted in our school values of **Love, Righteousness & Fellowship**)
- **Kindness**- care and consideration for other's well being, calmness, (rooted in our school values of **Love & Fellowship**)
- **Politeness**- showing good manners, patience (rooted in our school values of **Righteousness & Fellowship**)

(*See appendix 2 for further examples*)

We treat all children **fairly, applying this behavior policy in a consistent way, with consistent values** allowing us all to have a clear view of what is acceptable and appropriate.

We encourage children to have **pride** in themselves and their school.

**Encouraging and modelling good social behaviour is everyone's responsibility**. The benefits are:

For the **children**

- Know what is expected and how their actions and words can affect others.
- Know that they are safe to learn in a calm, quiet atmosphere free from disruption.
- Develop **self-respect, self-regulation** and **self-esteem**.
- Develop a sense of **pride** in their own achievements and in their school.

For the **staff**

- Able to enjoy and focus without interruption on the teaching.
- Able to enjoy a positive climate that thrives on mutual respect and care for each other.
- Gives more quality interaction on helping children learn rather than sorting poor behaviour.

For the **parents**

- Know that their child is safe and able to learn in an atmosphere of positive encouragement.
- Know that their child will receive guidance, support and encouragement to behave well.
- Know the school's expectations of behaviour and feel confident that they can speak openly with the school about matters of behaviour

## 2 SYSTEMS

### 2.1 Expectations

We all need to have a common understanding of what good behaviour is so that we can work together. (See *Appendix 2* )

The class teacher discusses the school's Code of Conduct (*Appendix 1*). Each class then draws up its own rules based on these general principles, which is agreed by the children and displayed on the wall of the classroom. **In this way, every child in the school knows the standard of behaviour that we expect in our school.** The school PSHE programme of study, SEAL curriculum and Collective Worship, also teaches about relationships and the skills needed for a thriving community.

Through our **School Values, Learning Values** and **Growth Mindset culture**, we encourage children to show **positive learning behaviours** and expect them to **be active participants** in their learning, showing the **motivation to achieve** and a **thirst to learn**. (See *Teaching & Learning Policy*)

### 2.2 Actions we may use to promote good behaviour (See also *Appendix 4- Charlie Taylor's behaviour checklist for teachers.*)

We have high expectations of our children to be active participants in their learning, showing motivation and engagement in lessons and aiming for their best.

To encourage children we can...

- **Remind** children about the school rules (displayed around the school) and reward/praise where children are making good choices. Verbal reminders that are anonymous e.g. "we are just waiting for 3 people to look this way ready to start our learning."
- **Use signals** to encourage good behaviour e.g. rainsticks, bells, music, counting, as signals for expected actions such as for transitions, listening, stop what doing, turning chair, moving to get books.
- **Smile-** children respond to warmth. Not smiling also makes it clearer for children to recognise when you are not happy with a particular behaviour.
- **Respond positively to children's efforts and contributions.** This can be verbal or in written feedback (see also *Marking & Feedback Policy*.)
- **Sanctions are not threatened but acted on as a normal part of agreed class rules.**
- **Always follow-up stated actions**
- **Ensure that the child understands that it is the behaviour that you do not like and not him/her**
- **Help children to save face in front of others** to avoid any escalation of poor behaviour (private sanction, public reward.)

### 2.3 School Reward Systems

We place a strong emphasis on rewards and privileges for positive behaviour choices, including but not exclusively:

- **Non-verbal signs of praise**, particularly for effort e.g. smiling, thumbs up, stickers, stamps
- **Verbal praise**, particularly for effort.
- **Personalised Class** systems agreed between staff and children e.g. class charts, marbles in the jar,

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stickers.

- **House Award System.** This is used as we recognize that peer group expectation and recognition is as powerful as staff approval. There are three houses – Peregrines, Buzzards and Kestrels with Year 6 children selected for House Captains. Children are awarded house points for positive behaviour/attitude. Sometimes this is related to the whole school focus Value or a Learning Value. House points are totalled and shared across the school at Celebration Worship. Once houses reach 100 points, a reward for that house is given e.g. non-school uniform day, choice of activity.
- **Stars of the Week:** Each week, staff select children from their class to be awarded “Star of the week”., celebrated at a Celebration Worship. This could be for an achievement, showing a positive learning attitude, good social behaviour or a service to the school community.
- **Celebration Collective Worship:** The school acknowledges all the efforts and achievements of children, both in and out of school. These are presented and valued during Friday Celebration Collective Worship and parents/family are invited to this.
- Each site has a **Golden Leaf tree.** Parents, members of the community, other children as well as staff can nominate children for a **Golden leaf.** These can be given for an outstanding achievement, contribution or attitude/behaviour and are presented at a “Celebration Worship”.
- **Certificates** are given for particular achievements e.g. competing in a sporting tournaments, good ambassador award, headteacher award.
- **End of year awards:** These are presented in special end of year celebrations and include awards for a range of curriculum achievements, contribution to the wider school community and role modelling those qualities of a Western Downland pupil.

### 2.4 Sanctions

In order for children to fully understand the pleasure of rewards for positive behavior choices, we must also apply the same principles of encouragement to inappropriate behavior. Children need to fully understand the consequences of their actions and we always aim to find out why children have made inappropriate choices and help them to understand the impact their choice has made on other people.

Sanctions must be applied consistently, firmly, fairly and without confrontation.

#### Stage 1: Minor infringements to be dealt with as follows:

- Withholding praise if not deserved.
- Informal gesture, eye contact, frown
- A private reminder
- Verbal reprimand
- Repetition of task if not completed satisfactorily
- Playtime/lunchtime staff to keep a note of names and inform class teacher at end of break.

#### Stage 2: Continual contraventions of the rules

- Movement of place in the classroom/time out
- Loss of playtime/lunchtime/service to the school community
- Discussion with parents/ Target Cards or other personalised systems to motivate positive behaviour
- Time out in a reciprocal classroom
- Formal meeting requested with parents from the class teacher
- Liaison with ELSA

#### Stage 3: Continued poor behaviour after Stage 2 actions or one off very serious incident

- Referral to a member of the Senior Leadership Team or Headteacher
- Formal meeting with parents, class teacher and headteacher
- Formal Behaviour Support Plan drawn up and regularly reviewed.
- Involvement of SENCo
- Involvement of outside agencies e.g. LA Behaviour Support
- Fixed-term /permanent exclusion (In exceptional circumstances where a child has seriously breached the school's behaviour policy e.g. physical assault, persistent bullying, racist abuse, serious damage to school property, persistent disruptive behaviour.) All exclusions will be reported to Hampshire LA.

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### Red Card System

Red cards are displayed around the school and in classrooms. Should the behavior of a child seriously threaten the safety of the child involved and/or of other children in the class, the red card is sent via a child to the headteacher or other most senior member of staff. The red card means assistance is required immediately.

### 2.5 Recording and Communication

Unwanted/ unacceptable behaviour is logged in the class teacher's file using the **Behaviour Monitoring proformas** (*Appendix 3*) and is shared with parents.

It is essential that good communication is maintained with parents and carers regarding a child's behaviour and that any discussions are recorded on the **Parent Contact proforma**.

**Individual Behaviour Support Plans** are produced for children where additional support to manage their behaviour is required. These are shared with parents and review dates made clear so that the impact of actions are assessed and next steps implemented.

Where **outside agencies** are involved, copies of reports/other documentation should be kept in the child's central file.

### 2.6 Anti-bullying (*See also Anti-bullying policy*)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Any instances of bullying should be reported to the headteacher for recording on the school's anti-bullying log.

### 2.7 Using Physical Intervention (*See Restrictive Physical Intervention Policy*)

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government and HCC policy and guidelines on the restraint of children.

## 3 The role of the class teacher

All adults are expected to model the attitudes and behaviours we wish to see at Western Downland and have **high expectations** of the children's behaviours.

The class teacher

- treats each child **fairly, with respect and understanding** and implements the classroom code **consistently**
- uses the **House Point system** and ensures its value is consistently maintained
- Class teachers ensure that the school code of conduct is applied in their class, and that children in their class behave in a responsible manner and are proactive in their learning

In the first instance, the class teacher deals with incidents him/herself as described above.

If a child repeatedly makes poor behaviour choices, the class teacher should liaise closely with parents/carers and implement agreed actions. This may include, in collaboration with the SENCo, parents and the child, a behaviour management plan. This is communicated to all relevant staff who interact with that child.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, consult the Educational Psychologist, School nurse or the LA behaviour support service.

The class teacher ensures **good communication** with parents where there are behaviour incidents or concerns.

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### 4 The role of the playtime and lunchtime supervisors

Any member of staff supervising playtimes will

- Use praise, stickers and other awards (e.g. the Lunchtime Award) to promote positive behaviour choices and good manners
- keep a watchful eye on all children (and in particular those who may be vulnerable)
- encourage purposeful play
- keep a watchful eye on places where incidents might occur
- intervene early in a potential dispute
- use a time out period where appropriate
- encourage children to suggest their own solutions to problems.

All Support Staff must use the House Point system to ensure its value is consistently maintained by all staff.

Where a member of staff is concerned about an individual/s, such concerns will be passed on to the class teacher at the end of the playtime session using the **lunchtime behaviour proforma**.

### 5 The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher must use the House Point system to ensure all staff consistently maintain its value.

The headteacher keeps records of all reported serious incidents of poor behaviour.

The headteacher has the responsibility for giving exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may, at the instruction of a Governors' Disciplinary Committee, permanently exclude a child.

### 6 The role of parents/child

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support our values and the school in the implementation of this policy.

We expect parents to support their child's learning and to work in partnership with the school, as set out in the Home-School agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The parent, child and school will commit to the Home School Agreement on entry of the child into the school.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 7 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness annually. This will take the form of a review of the headteacher's records. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## 8 Exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The school follows the exclusion guidance set by HCC (Summer 2015 document)

<http://www.education.hants.gov.uk/intranet/policies/exclusions/index.php>

Further guidance on exclusions can be found in the DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England (*published June 2012 and updated 2015*)

Contact for County Inclusion Officer: 02392441527

## 9 Monitoring & Evaluation

The headteacher monitors the effectiveness of this policy on a regular basis. This is through informal/formal observation of lessons and playtime sessions, through pupil interviews and through pupil and parent questionnaires. The headteacher will report to the Parents and Community sub-committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Incidents will be recorded in teacher's class files. If a trend is apparent in the type of negative behaviour then staff will seek to identify the opposite behaviour so that it will become the emphasis for rewards.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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.

This policy is reviewed annually and is readily available to parents on the school website or through the school office.

**Further reference:** DfE "Behaviour and Discipline in Schools" Advice for Headteachers and School Staff. January 2016

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**Appendix 1: Code of Conduct**

Respect other people

Take responsibility for your own safety and those of others

Co-operate willingly

Be kind and considerate

Be polite

Be honest and trustworthy

Set a good example to others

Take care of your own things, of things belonging to other people, and of school property.

Take pride in yourself, your work and the school

Move around the school calmly, quietly and sensibly

Never be afraid to apologise. We all make mistakes.

**The school's council will be involved in review of this list.**

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**Appendix 2: Examples of behaviour we wish to encourage**

**Respect for all adults, peers and property (rooted in our school value of Righteousness)**

<b>Positive behaviour</b>	<b>Negative behaviour</b>
Listening to the contribution of others. Respect for other's beliefs and opinions Asking questions that demonstrate a keenness to understand another's point of view or idea. Tidying up for self and others/being organised. Suggesting ideas to improve the environment for others. Looking after their own and other's belongings.	Being self centred and uninterested in the views of others. Ignoring the requests of others. Varying their response depending on the member of staff. Damaging property (vandalism), including their own. Not respecting/valuing the beliefs or views of others. Not trying/making an effort to achieve in their learning Dishonesty- stealing, cheating, lying

**Co-operation -playing well together, resolving disputes without adult support, following instructions from an adult (Rooted in our school values of Love, Righteousness & Fellowship)**

<b>Positive behaviour</b>	<b>Negative behaviour</b>
Including others in their learning and play. Resolving disputes in a way that is fair. Setting a good example to others when following instructions from a member of staff Following playground rules	Upsetting others by making them feel left out. Asserting their point of view without a regard for others. Selfishness Ignoring or being late in their response to requests from staff/adult helpers Disruption

**Kindness care and consideration for other's well being (Rooted in our school values of Love & Fellowship)**

<b>Positive behaviour</b>	<b>Negative behaviour</b>
Recognising when others are upset or hurt and taking action to support them. Praising others when they have success. Anticipating when someone will need support and offering to help.	This is considered bullying as such behaviour would be designed to physically and or emotionally hurt someone else e.g physical hurt, leaving others out, cyberbullying, Aggression-verbal and physical Bad language Prejudice towards others

**Politeness- appreciation for social protocols, manners. (Rooted in our school values of Righteousness & Fellowship)**

<b>Positive behaviour</b>	<b>Negative behaviour</b>
Using appropriate greetings. Please and thank you Showing good manners, including when eating Holding doors open. Standing aside to let others through. Active listening	Not responding to a greeting. Taking things without asking. Rudeness; poor manners when eating such as talking with mouth full. Not being aware of others Pushing by/through others. Talking over someone else.

Appendix 3: Behaviour monitoring proforma

**Western Downland CE (Aided) Primary School**

**BEHAVIOUR MONITORING**

Name.....

Class.....

Others involved .....

Date .....

Time.....

Day: M Tu W Th F

**Details of Incident:**

**Verbal aggression:** \_\_\_\_\_ **Pupils/Adult**  
**Physical aggression:** \_\_\_\_\_ **Pupils/Adult**  
**Poor attitude**  
**Unacceptable Language**  
**Lack of co-operation**

**What triggered the behaviour:**

Informed / Referred to:

CT / AH / HT

**SUBSEQUENT ACTION:**

<b>Letter Home</b>	<b>Verbal Reprimand</b>
<b>Parent Informed</b>	<b>Lunchtime Sanction</b>
<b>No action required</b>	<b>Breaktime Sanction</b>
<b>Reciprocal Class</b>	<b>Internal Exclusion</b>
<b>External Exclusion</b>	

**Other:**

**Form seen by KW**

**Signed:.....**

## **Appendix 4: Charlie Taylor's behaviour checklist**

### **Classroom**

Know the names and roles of any adults in the classroom

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

### **Pupils**

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

### **Teaching**

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

### **Parents**

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.