



Positive Behaviour Policy

Date- September 2016

Review- September 2017

Review Framework:

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Headteacher _____ Date: _____

Signed: Chair of Governors _____ Date: _____

Statement of intent

At Veritas Primary Academy we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others.

These aims are supported by the overall philosophy and practice of,

Respect Yourself – Respect Others

We believe that praising and valuing children is the best form of encouragement towards appropriate behaviour. Through implementation of this policy we will establish our expectations of the behaviour of our children, parents, staff and school community.

We will at all times challenge racist or sexist behaviour, and all forms of bullying.

The whole school community, children, staff, governors, parents, students and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

We believe everyone at Veritas Primary Academy has the right to be respected as an individual. We strive to create a happy, protected and encouraging environment where the children can learn and grow into independent, responsible and respectful individuals.

Veritas Primary Academy has aims that support those of the Education Reform Act and emphasises that staff are committed to all policy statements. The aims that originate from the school are formulated, implemented and reviewed by staff and Governors

The code of behaviour is in the context of a “positive” ethos and reflects our belief that there should be a culture where there are rewards for achievement and good behaviour. To this end we are currently doing the following:

- Achievement in work and behaviour recognised and praised daily in classrooms and we will use class dojo to engage and enthuse the children.
- Children have the opportunity to show work they are pleased with in ‘sharing assemblies’.
- Certificates are awarded from class teachers around a variety of topics e.g. Star Writer
- An attendance cup is presented to the class with the best attendance for the week. This class also receives an additional 5 minutes break time.
- End of term certificates for attendance.

The code is to be used in the context of our policy and commitment to:

- Equal opportunities
- Anti-racism
- Anti-bullying
- Health and Safety in school
- SEN Code of Practice

The code sets out to clarify:

- The lines of responsibility for discipline in the school (people)
- The structures for discipline in the school (procedures)
- The process from “incident” to “exclusion”.
- The support structure for staff (teaching and non-teaching)

Rights and Responsibilities

Children’s Rights

- To be safe and secure at all times at school
- To be listened to by adults
- To be familiar with the procedures of the behaviour policy
- To be involved in setting and reviewing behaviour and class rules within their own class
- To be treated with respect

Children’s Responsibilities

- To think about how your behaviour
- To try to be the best you can be
- To listen to what others are saying
- To treat each other as you would like to be treated
- To share with each other
- To care for the school building, environment and equipment and the belongings of others
- To respect others race, religion, gender and way of life
- To stay on the school premises at all times unless accompanied by a member of staff

Staff Rights

- To be safe and secure in our work place
- To be listened to by children, parents , colleagues and governors
- To be familiar with the procedures of the behaviour policy
- To have professional judgments respected
- To be involved in setting and reviewing behaviour within the school

Staff Responsibilities

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly
- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To take into account other people’s point of view - to listen to other staff, parents and children
- To provide an appropriate context for learning appropriate behaviour
- To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- To plan opportunities for the class to reflect on their behaviour
- To actively implement and regularly discuss and review the Behaviour Policy as necessary
- To record incidents of inappropriate behaviour and to inform Senior Management where appropriate
- To involve parents, SENCo and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual school rewards and sanctions

See Appendix 1

Parents' Rights

- To have access to a copy of the policy in order to become familiar with its expectations
- To be informed as is appropriate about unacceptable behaviour
- To be given information about relevant support services as necessary
- To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary
- To be consulted when the policy is under review (via newsletters)

Parents' Responsibilities

- To read, to comment on and support the Behaviour Policy
- To be a positive role model for the children
- To ensure children attend school everyday
- To talk to children about the school day and what they have been doing at school
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with the staff
- To ensure that children arrive at, and are collected from school, on time
- To support the school by attending meetings i.e. parent conferences, parent meetings, etc.
- To ensure that your child arrives at school wearing school uniform and with the appropriate equipment
- To ensure that homework is complete accordingly.
- To read thoroughly and act upon all communications from school
- To follow the school uniform guidance, including no jewelry except studded earrings.

Desirable behaviour

Behaviour around the school

- Classes should always enter the school calmly and quietly
- Classes or individuals should always walk quietly around the school in an orderly manner
- Children should respect all areas of the school including their own and communal areas.

Behaviour in the classroom

- Children should sit quietly on entering their classroom on their carpet or chairs while the register is being taken
- When a session is finished children must clear up and return resources to their correct places.
- Teachers will organise suitable rotas for care of the classroom
- Teachers will encourage children to go to the toilet at break or lunchtimes.

POSITIVE BEHAVIOUR STEPS

STEP 1 Verbal Reminder.

STEP 2 Reminder and class rule stated.

STEP 3 Time out in class to consider own behaviour.

STEP 4 Buddy Class – negotiated short-term placement in buddy class to reflect on their poor behaviour. Parents informed by teacher.

STEP 5 Child sent to member of the Senior Leadership Team (SLT). Parents contacted and a meeting held with teacher and member of SLT if deemed appropriate.

THESE STEPS ARE BYPASSED IF VIOLENT BEHAVIOUR OCCURES – Straight to member of SLT.

STEP 6 Behaviour plan negotiated with a Learning Mentor contract or report card to SLT.

STEP 7 Restricted privileges.

STEP 8 Suspension / Exclusion

Meeting with parent to discuss behaviour and implantation of Step 6, 7 or 8.

Playground behaviour – break times and lunchtimes

- Children to be respectful of all staff and pupil monitors on duty
- Children to be encouraged to play co-operatively
- Physical or verbal abuse will not be tolerated
- Children to be encouraged to respect the school grounds by not dropping litter and looking after the trees and plants
- Children will be encouraged to take coats, hats and water bottles outside with them. They must ask permission to enter the building
- At the end of playtimes and lunchtimes, children must walk back to their classrooms quietly and calmly.

Rewards for good playground behaviour

- Praise from the teacher on duty and class teacher informed
- Class dojo points

Sanctions for undesirable playground behaviour

- Walk around with the adult on duty and spend some time at the thinking spot
- Learning mentor informed for monitoring and or small group intervention
- Incidents of a serious nature will be dealt with by the SLT

Behaviour at Lunchtime

Rules for good behaviour have been drawn up by Midday Assistants, Head teacher and Deputy Head teacher. Adults on duty to investigate and deal with minor incidents (which are recorded in Key stage notebooks) while those of a more serious nature to be dealt with a member of the SLT. Teachers are to be informed after lunchtime of any incidents.

RULES FOR LUNCHTIME

- Line up straight away with no pushing
- Behave well in the line at all times
- Show good table manners
- Remember to say please and thank you
- Walk inside school and in the dinner hall
- To speak to friends in the dinner hall and not shout

Assembly Behaviour

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos

- Children must enter the hall in silence and in a straight line
- Classes should sit on the floor in a designated area
- Classes should be arranged sensibly with any potentially disruptive children being separated
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible
- At the end of assembly, classes will leave the hall in silence, with their teacher
- Children should put their hand up if there is a genuine problem

- Staff should act as a role model to pupils by refraining from unnecessary conversation with other staff members.

Racism and Bullying

Racism

The school staff actively promotes Race Equality as a school priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group of individuals differently because of their race.

Racist attitudes or behaviour towards any member of the school community will not be tolerated.

Bullying

Bullying in schools is, on the whole, a covert activity occurring without adult witnesses.

Bullying can be defined as:

- Persistent, deliberate, unprovoked, physical or psychological harm by a more powerful individual or group, against a weaker individual or group
- An individual is being bullied when s/he is exposed, repeatedly and over time, to negative actions on the part of one or more other individuals

Racism and Bullying may include:

- Physical - hitting, kicking, beating up, etc.,
- Verbal - name - calling, threats, etc.,
- Non-verbal - threatening body language.

Strategies to prevent and deal with incidents of Racism and Bullying

As a school we endeavour to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

- Regularly raise awareness of issues of racism and bullying during PSHE lessons, Philosophy lessons and assemblies
- Ensure that all pupils understand that racism and bullying are not accepted at Veritas Primary Academy and will be dealt with firmly
- Ensure regular staff training/briefings to support all staff in promoting positive behaviour
- Provide children with skills of conflict resolution during PSHE lessons and circle time
- Increase sense of community at Veritas Primary Academy by providing opportunities for children to take responsibility
- Provide opportunities for cooperative play during break times
- Set up 'Support Groups' to provide practical help for the victims of racism or bullying
- Actively involve perpetrator in 'Support Group' where appropriate in order to develop responsibility and modify inappropriate behaviour
- Involve parents of both perpetrator and victim at all stages
- In the case of racist incidents it is the school's statutory duty to inform Governors and the Local Authority.

School Parliament has been set up to involve children in the democratic running of the school.

Circle time will be used to address behaviour and raise self- esteem as well as show our care and respect for others. (Appendix 2)

Swearing

Any swearing is not acceptable and should be challenged.

- Explain that we do not use that language at Veritas Primary Academy
- Ask the child who is telling you about the swearing to tell the other child that they don't want to talk to them if they use words like that
- Persistent swearing will lead to the child being removed from the immediate environment.
- Parents will be informed to allow for follow up discussion at home

Persistent anti-social behaviour

If a child exhibits persistent anti-social behaviour parents will be involved, and where appropriate, outside agencies.

Pupil Exclusions

The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented:

Fixed term exclusion

Head teachers have the legal right to exclude a pupil for up to 45 school days in a school year. Exclusion is a disciplinary sanction, which can only be exercised by the Head teacher or Deputy Head teacher when s/he is acting in the Head teacher's absence and only in response to serious breaches of the school's policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term exclusion is exercised.

A first fixed period of exclusion lasting from 1 to 3 days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Head teacher will arrange for pupils to receive schoolwork to do at home and have it marked until s/he returns to school.

Arrangements for fixed term exclusion

1. Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
2. The Head teacher/Deputy Head teacher will make every effort to contact parents by telephone during the day informing of the exclusion and the reasons for it. The Head teacher/Deputy Head teacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
3. Parents will be informed of their right to make representations to the Governing Body.

In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the governing body will follow appropriate LA procedures.

The discipline stages are outlined in Appendix 3

Monitoring and reviewing the Policy

This policy will be reviewed every year and relevant adjustments made as appropriate.

Appendix 1

ROLES AND RESPONSIBILITIES – REWARDS

Position	Possible Rewards
Middy Assistants	Stickers, dojo points
Classroom Assistants	Stickers, dojo points
Class Teachers / Support Teachers	Stickers, well done certificates, dojo points
SENCO	Stickers, well done certificates, special certificates,
Senior Management	Dojo points, well done certificates, special certificates, badges
Head teacher	Stickers, dojo points Dojo Behaviour Certificates and special reward days Attendance Cup & Extra Play Head Teacher's Award

Appendix 2

CIRCLE TIME

A Whole School Approach to Behaviour Management and Raising Self-Esteem.

WHAT IS CIRCLE TIME?

Circle time is:

- A group listening system
- A time-tabled weekly meeting (which may also be part of philosophy sessions)
- A democratic system giving all children equal rights and opportunities.
- A practical opportunity to discuss concerns, consider and debate moral values. Practise positive behaviours, and work out solutions and action plans in an enjoyable and fun context which is highly motivational.

Circle time is for:

- Listening
- Relationship building
- Social skills development
- Problem sharing and solving
- Resolving conflict
- Building self-esteem
- Developing responsibility for others
- Developing empathy

Appendix 3

Veritas Primary Academy Primary School Discipline stages

Stage 1 <i>Dealt with by class teacher</i>
Arguing with peers
Calling out in lessons
Noisy at inappropriate times including talking in assembly
Not paying attention or off task, including time wasting and not making enough effort
Loitering in parts of the school that are out of bounds
Not caring for belongings, equipment and the school building
Poor presentation
Incomplete work
Non completion or return of homework

Stage 2 <i>Child sent to another class for time out</i>
Persistent occurrence of stage 1
Behaviour that disrupts the learning of peers
PARENTS TO BE INFORMED VERBALLY – recorded in school on class incident/ behaviour log

Stage 3 <i>Child sent to SLT</i>
Poor attitude, general disregard for others, name calling, and rudeness to peers.
Rudeness to any adult in school or refusal to cooperate
Physical abuse such as pushing, hitting, kicking, fighting
Significant damage to equipment or school building
Stage 1 or 2 where consequences are more serious
MEETING WITH PARENT AND MEMBER OF SLT

Stage 4 <i>Child sent to Head Teacher</i>
Stage 1,2 or 3 behaviours where the consequences are serious
Serious physical or verbal abuse to peers/adults
Bullying incidents
Racist incidents

If all four stages have been followed this may lead to exclusion.