

POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY



VANTAGE ACADEMY TRUST

Date approved: Revised September 2017

*Date for revision: Sept 2019

Responsibility: Directors

Approved by the Directors

Signature of Chair _____

*subject to any relevant changes in legislation or other appropriate guidelines

VISION

We believe that all children at Vantage Academies have a right to education, care, safety and an opportunity to develop and enjoy good relationships. We also believe that all staff should have a right to teach and support children's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning.

It will encourage independence, self reliance and ultimately self-discipline and a sense of responsibility.

At SS Simon and Jude CE Primary core values have been agreed with all stakeholders and these values are embedded in school and are an integral part of our school community.

Our Vision is: To ensure lifelong learning for the whole community by building a better future together

Our Mission is: To build and maintain learning communities by developing passionate learners through personalised learning for a globally changing world. By nurturing each child's faith journey, based on Christian values, we enable lifelong learning through promoting high standards, encouraging enquiring minds and valuing ourselves and others in our school community and beyond.

Our Values:



AIMS

- ❖ To foster high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.
- ❖ To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.
- ❖ To actively promote good behaviour through positive encouragement and rewards rather than negativity and punishment.
- ❖ To provide a simple and fair framework of expectations, which is understood by all and applied consistently by **every** member of staff.

- ❖ To promote self-respect and develop self-esteem through high expectation of standards of dress and cleanliness.
- ❖ To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- ❖ To promote a partnership between teachers, parents and children to develop mutual respect and understanding.
- ❖ To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

OBJECTIVES

- ❖ To expect and demand high standards of behaviour at all times.
- ❖ To expect and demand politeness and good manners at all times.
- ❖ To teach children to listen when appropriate, not to interrupt others and to learn to take turns.
- ❖ To celebrate success, both social and academic.
- ❖ To encourage the acceptance of an increasing level of responsibility.
- ❖ To build and consolidate feelings of self-respect and self-esteem.
- ❖ To provide opportunities for children to work towards the goal of self-discipline.

TEACHING AND LEARNING

- ❖ All classrooms will be well managed and organised reflecting the high standards expected.
- ❖ All work provided will be relevant, appropriate and stimulating.
- ❖ All areas of school will be kept appropriately tidy, both by staff and children.
- ❖ All members of staff will expect high standards of behaviour from all children at all times.
- ❖ Children will address all adults by their full names, not 'Miss', 'Sir' etc. Staff will use children's first names.
- ❖ In conversation children will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible.
- ❖ All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.

- ❖ In teaching situations children will be expected to raise their hand before addressing a member of staff, where appropriate.
- ❖ Children will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns.
- ❖ Class teachers have responsibility for individual children's behaviour within their classroom but must communicate any concerns to the Assistant Head teacher of that Key Stage so that strategies can be discussed and agreed before more formal steps are required. The SENCO will then be informed to discuss further needs of individual children.

THE USE OF REWARDS WILL HEAVILY OUTWEIGH THE USE OF CONSEQUENCES

- ❖ Punishment will involve the expression of disappointment, displeasure or surprise.
- ❖ Private rather than public reprimands will be made whenever possible.
- ❖ Humiliation **will not** be used.
- ❖ Criticism will focus on the behaviour NOT the child.
- ❖ Children **MUST NOT** be excluded from lessons as a punishment.
- ❖ Children **MUST NOT** be left unsupervised.
- ❖ Staff will not negotiate with children in matters of discipline. (individual views should be listened to but staff must not be drawn into arguments when investigating incidents)
- ❖ All children must be treated equally in matters of discipline.
- ❖ Structured teaching of behaviour and self-esteem comes through our PSHE scheme. Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.
- ❖ Every September the class teacher must discuss the class rules with their children. They must be displayed in the classroom all year and be based on the school Golden Rules.

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|---------------------------|--|
| 1. Do be gentle | Do not hurt anyone |
| 2. Do be kind and helpful | Do not hurt people's feelings |
| 3. Do work hard | Do not waste your or other people's time |
| 4. Do look after property | Do not waste or damage things |
| 5. Do be honest | Do not cover up the truth |

OUR SCHOOL REWARD SYSTEM

Our whole school reward system is based on the 'Good to be Green' cards. Please see the guidelines in appendix 1.

Key Stage 2 also award team points, with all the children split into 4 mixed teams – Endeavour, Victory, Falcon and Discovery. Team points are awarded for all kinds of good behaviour such as listening, walking sensibly or trying hard with work. Team captains total up the points every Thursday to present in assembly on Friday. Each half term the winning team are rewarded with a non-uniform day. At the end of the year the overall winning team have a special treat such as a bouncy castle.

GENERAL / CLASS SYSTEMS

Class teachers can also incorporate their own reward systems into their classroom practise as they see fit. The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness and good behaviour and promotes a positive atmosphere and fosters the notion of high expectation.

- ❖ Structured reward system used in each class, e.g. star charts – leading to group or class rewards. Verbal and tangible rewards e.g. praise, written comments, stickers for children to put on sweatshirts.
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- ❖ Special mentions in class – public praise in front of peers.
- ❖ Displaying children's work.
- ❖ Showing children's work to parents, other teachers and the Head teacher.
- ❖ Giving children classroom responsibilities.
- ❖ Valuing children's opinions through circle time and allowing children the opportunity to praise each other.

LUNCHTIMES

- ❖ Good behaviour at lunchtimes must be rewarded frequently by the lunchtime supervisors.
- ❖ All children must treat lunchtime supervisors with exactly the same respect they would afford any member of the teaching staff.
- ❖ They should observe the same playground rules they do at any other time of day.
- ❖ On completing their meal children will leave the hall in an orderly fashion.
- ❖ Any child demonstrating anti-social behaviour will dine with the AHT for their department.
- ❖ Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary.

- ❖ At lunchtime children will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression.

KS1

- ❖ Positive reinforcement - Daily stickers for good behaviour throughout the dinnertime, both inside and out. Each lunchtime supervisor will choose a 'Star of the playground' each week for their class and award the child with a small prize from a goody bag/raffle tickets for good lining up, or any other reward system as appropriate.
- ❖ Children who are not able to share, take turns or who are being aggressive with other children will have 5 minutes time out standing on the wall.

KS2

- ❖ Positive reinforcement - Smart cards are awarded to children for good behaviour throughout the dinnertime. Children write their names on cards that then go into a hat for a draw that happens during golden assembly on Friday morning. These children then go to Mrs Peacock's tea party on Friday afternoon.
- ❖ Lunchtime supervisors use the green, yellow, red card system and if a child misbehaves they receive a 'red' card and have 5 minutes time out. This does not affect the card system in the classroom.

Any child from KS1 or KS2 who cannot follow these rules will be sent to the AHT for their key stage.

WET LUNCHTIMES

During wet lunchtimes children must go to the toilet before returning to their classroom after eating their dinner. Each classroom will have different activities and the children must choose which one they would like to do and then stay there for the rest of the dinnertime. 1 lunchtime supervisor will remain in each classroom. Prefects will supervise any children who need to go to the toilet. Wet dinnertime equipment will be stored separately to classroom equipment and children must not use any classroom materials during lunchtimes.

PARTNERSHIP WITH PARENTS:

We give high priority to clear communication within the school and to a positive partnership with parents since these 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. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive

relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

OTHER RELATED POLICIES

- ❖ PSHE
- ❖ RE
- ❖ Health and Safety
- ❖ Child Protection
- ❖ Equal Opportunities.
- ❖ Inclusion.
- ❖ Special Needs
- ❖ Bullying

APPENDIX 1.

GOOD TO BE GREEN

These are the Good to be Green guidelines.

- ❖ A child needs to stay on green all week to get a book mark sticker on Friday.
- ❖ Children can be awarded extra stickers **for good behaviour** throughout the week.
- ❖ All children start afresh every day, back to green, except reception and children with specific behaviour difficulties (if appropriate) who go back to green at dinnertime.
- ❖ Children first get **1** verbal warning for inappropriate behaviour.
- ❖ If they persist with inappropriate behaviour they then move their card to amber.
- ❖ If this carries on they then move to a red card and must be sent to the head of their department **at the end of the lesson**. A member of staff needs to bring them to ensure the correct explanation is given! They will only be sent straight away if the behaviour is dangerous to themselves or other children or if it stops the lesson continuing.
- ❖ A child will go **straight** to red for intentional physical violence or inappropriate verbal abuse.
- ❖ Any child moving to red will miss 5 minutes of the next possible playtime (this may need to be noted and apply to the following day. This may be choosing time in class for Rec/year 1) Children within Key Stage 2 may also be asked to complete a 'Reflection Time' sheet which requires the child to think about the incident. The child will also reflect upon the core values and how these values could have been used to prevent the incident from occurring. Following a discussion, the child will also be

asked to reflect upon an appropriate consequence. This is then agreed with teaching staff.

- ❖ They will also miss 5 mins of Golden time on Friday for every red card they have in the week. If children get 3 red cards in a week (some teacher discretion needed here!) they should send the child to the AHT for the Key Stage.
- ❖ Persistent behaviour means they will be sent to Mrs Peacock.
- ❖ Parents will be informed by AHT after the 1st steps have been followed and a child has been on red several times.
- ❖ Extra stickers can be awarded for excellent behaviour and trying hard with any of the personal learning goals throughout the week. **However, this is a behaviour policy and so stickers should not be awarded just for good work.**
- ❖ Only the first 2 children to achieve their gold certificate will go on the gold trip. However, other children subsequently achieving the gold certificate will come to the golden tea party.

Inappropriate behaviour should be linked back to the class rules and children should be reminded five Golden Rules.

Golden Time should then be a whole school celebration for the children who have kept the Golden rules all week. Every Friday afternoon these children should enjoy special, exciting activities and be awarded their sticker on the bookmarks. The children should be praised in front of the class for their sticker and everyone reminded of the positive advantages of good behaviour.

APPENDIX 2

NURSERY

Nursery children will not follow the 'Good to be Green' system in school but will need other systems in place.

- ❖ Young children need instant praise and encouragement for good behaviour and this will be a key factor of our early years provision. As PSED is a prime area in early years, a substantial amount of time will initially be taken up with behaviour/emotional development linked activities to encourage sharing, taking turns, self-confidence and self-esteem. Children will spend a lot of time with their key worker and they will get to know their children well over the first few weeks. This will enable them to understand individual children's needs and work on their next steps in development. These warm relationships will help to nurture the children and enable positive role-modelling for each child. Each key person will spend time every week to develop this with every child in their key group.
- ❖ Children will be assessed on entry to nursery and reception using the Leuven scale for emotional well-being and next steps planned accordingly.
- ❖ All members of staff will help to develop a calm and positive environment within the nursery at all times.
- ❖ Comments will be positive rather than negative, for example, 'please walk' rather than 'don't run'.
- ❖ All staff need to have a consistent approach when dealing with behaviour.

- ❖ If a child struggles to understand the boundaries of good behaviour it may be necessary for them to have some quiet time with their key worker, discussing why we do not want to see that behaviour again. This may be followed by 5 minutes of not being allowed to play with the others.
- ❖ If persistent unwanted behaviour is seen then parents will be involved and their support asked for to help overcome this problem.
- ❖ Parents will be supported if they ask for help with behaviour issues that arise at home, where possible.
- ❖ Children's feelings will be considered at all times and plans put into place to help avoid any issues eg transition times as they enter school or move between rooms.
- ❖ If needed, staff will engage the help of the SENCO in the first instance and then work with outside agencies such as health visitors, school nurse, educational psychologist etc to help promote good behaviour.

REVIEW

This policy will be reviewed bi-annually by the Behaviour Subject Leader, the link Governor and the Headteacher. Any alterations that come from this review will be discussed and ratified by the appropriate governing body sub-committee.

Written by: Mrs J Kelly January 2012

Ratified by the Governing Body on: 2012

Reviewed 2016

To be reviewed: 2018