

# POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY



## VANTAGE ACADEMY TRUST

Date approved: November 2019

\*Date for revision: June 2021

Responsibility: Local Advisory Board

Approved by the Local Advisory Board

Signature of Chair: Mrs A Johnson    Principal: Miss K Jones

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

## VISION

We believe that all pupils 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 pupils' 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:**



### Our Values Tree

'A tree is known by its fruit'

Matthew 12.33

School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Therefore all members of the school community have a responsibility to establish the standard of behaviour expected by pupils at the school through the consistent implementation of this policy. The policy will be available to staff, pupils and parents. The Principal will be responsible for reporting on the implementation of this policy to the Local Advisory Board, including its effectiveness in addressing any form of disruptive behaviour.

For the purpose of this policy, the school defines low level disruptive behaviour as: lateness, talking in class, failure to complete classwork, rudeness, shouting out etc.

Unacceptable behaviour is defined as any behaviour which causes harm to oneself or others, damage to the reputation of the school within the wider community, and/or illegal behaviour, including, but not limited to, the following: discrimination including homophobic and racist incidents, harassment, vexatious behaviour, bullying, cyberbullying, possession of banned items, refusing to follow reasonable instructions or to comply with disciplinary sanctions, theft, swearing, fighting or aggression.

Challenging behaviour is defined as any behaviour that threatens the safety of pupils and staff or presents a serious danger to pupils and staff as well as any form of extreme behaviour i.e. violence, running away from school, vandalism etc.

## AIMS

The school is committed to:

- ❖ fostering high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.
- ❖ encouraging acceptable behaviour through the provision of a stimulating curriculum and well organised classroom management.
- ❖ actively promoting acceptable behaviour through positive encouragement and rewards rather than negativity and punishment.
- ❖ providing a simple and fair framework of expectations, which is understood by all and applied consistently by **every** member of staff.
- ❖ promoting self-respect and developing self-esteem through high expectation of standards of dress and cleanliness.
- ❖ encouraging pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- ❖ promoting a partnership between teachers, parents and pupils to develop mutual respect and understanding.
- ❖ promoting a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

## LEARNING ENVIRONMENTS

A well-managed school is paramount to preventing disruptive behaviour from occurring both inside and outside of the classroom environment. All members of the school community must expect high levels of positive behaviour at all times. This includes ensuring pupils address adults by their full names as well as observing common courtesies such as 'please', 'thank you', 'excuse me' etc. As part of this behaviour policy all pupils will be treated

equally in matters of discipline by all members of staff as the criticism will focus on the behaviour not the pupil.

## EFFECTIVE CLASSROOM MANAGEMENT

In order to prevent any disruptive behaviour, the school understands that a well-structured environment is paramount. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early. This involves ensuring the teacher can see pupils' faces, that pupils can see one another and that they can see the board. Teachers avoid standing with their backs to pupils and ensure they have a full view of the classroom at all times. Before starting lessons, teachers ensure they have the full attention of the pupils, then explain the task clearly so all pupils understand what they are supposed to be doing. Teachers also establish different methods for regaining the pupils' attention i.e. clapping hands, counting down, show me etc. Any methods that teachers use should be made clear to the pupils at the start of the academic year and shared with all members of staff that come into contact with the pupils.

### RULES FOR POSITIVE BEHAVIOUR

The school understands that well-managed classrooms start the year with a clear set of classroom rules and routines that are understood by all pupils. Therefore teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to. Attention is given to how the rules are worded, using positive language rather than negative language i.e. I will act respectfully towards my peers and all adults. The classroom rules should be linked to the five 'Golden Rules' listed below:

- 1 Do be gentle
- 2 Do be kind and helpful
- 3 Do work hard
- 4 Do look after property
- 5 Do be honest

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced both in and outside of the classroom. All rules agreed at the start of the year are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers must ensure pupils understand this.

## POSITIVE PRAISE

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure they define the behaviour that is being rewarded and that praise is given immediately following the desired behaviour. Praise is related to the behaviours that the pupils demonstrate and the way in which it is given can be varied i.e. smile, positive comments such as well-done etc. Praise should always be sincere and never followed by immediate criticism. Teachers should also encourage pupils to praise their peers if they see them modelling acceptable behaviour.

## POSITIVE REWARDS

The school understands that when rewards are used linked to positive praise and following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour as well as a consistent approach across the school.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded

Therefore the school uses different categories of rewards: social rewards and physical rewards.

Social rewards involve a positive phone call home, praise postcards or a sticker from the Principal. This can be linked to both positive behaviour as well as good work i.e. demonstrating acceptable behaviour at all times, showing effort through home learning projects or learning within the classroom etc. if you feel a pupil deserves a social reward they are sent to the Principal who will then reward the pupil.

Physical rewards are material awards such as class points, smart cards, certificates etc. Again school has a consistent approach towards the use of physical rewards as detailed in the following sub sections.

## POSITIVE REWARDS - CLASSDOJO

Classdojo is an online reward tool which directly links to our school values and expectations. Classdojos are only used within the classroom setting. At the start of each lesson, teaching staff will identify what they are looking for within the lesson i.e. co-operation. This is shared with the pupils. Pupils are then rewarded dojo points, at the point of learning within the classroom, for displaying any of the 12 Christian values, 8 personal learning goals or for engaging with the 30 day challenge. As reading at home is a focus of school improvement, pupils will also be rewarded dojo points for reading at home. This is an effective way to praise the pupils for bringing our school vision to life.

Classdojo points are collated and the winning class / team is rewarded with a half termly non-uniform day.

## POSITIVE REWARDS – SMART CARDS

Smart cards are used as a positive reward tool for displaying positive behaviour outside of the classroom i.e. in communal areas such as playgrounds, dining hall, library etc.

During playtime and lunchtime all supervisors have identified stations where they must stand to ensure full coverage of the outdoor environment. Members of staff must ensure they are at their stations at the start of play time and lunchtime to receive the children. During wet lunchtimes pupils can choose to participate in different activities within a range of classrooms.

Supervisors must use positive praise at all times to reward the children for displaying high levels of positive behaviour. Positive praise can involve general comments such as 'well done', a smile or they can reward the children with a physical reward - smart cards - for displaying a particular value i.e. perseverance, love, peace, compassion etc. Staff must ensure they define the behaviour that is being rewarded by circling the particular value it links to on the smart card.

Pupils then place their smart cards in a box within the classroom. Smart cards will be drawn in lower / upper school worship and those identified pupils will attend Miss Jones' tea party that week.

However, should any pupil display low level disruptive behaviour or unacceptable behaviour during playtime or lunchtime, which is not in line with our school values, they will initially be given a verbal warning. If they persist with inappropriate behaviour the pupil will be asked to stand away from other pupils for a period of five minutes. Repeated misbehaviour will be reported to the Assistant Head who will introduce a further sanction i.e.

missing a proportion of their lunchtime in order to allow the pupil the opportunity to reflect upon their choices.

Pupils who display challenging behaviour towards their peers or members of staff will be removed from the playground immediately and reported to the Assistant Head and/or Principal.

### POSITIVE REWARDS – STAR OF THE WEEK

Each week through lower and upper school worship, staff focus on a particular value. Pupils discuss this value and talk about how they have brought this value to life. They often refer to a famous person who has also demonstrated this particular value. Pupils are then selected by the class teacher to receive a 'star of the week / treasure' certificate. Teaching staff present this to the pupils during worship, explaining why they have been chosen. This is then presented to parents on the school newsletter and recorded in the key stage winners' book.

## EFFECTIVELY MANAGING BEHAVIOUR

### GOOD TO BE GREEN

The 'Good to be Green' behaviour management system is an effective tool used to track pupils across school who find it difficult to adhere to school rules. It also promotes positive behaviour within the classroom as it recognises pupils who consistently behave in an appropriate manner.

All pupils start each school day on a green card. If the pupils remain on green card all week this shows that they have behaved with consistently high levels of respect and self-control as well as consistently displaying positive attitudes to their education and their peers.

As part of staying on green all week, pupils are rewarded with bookmark stickers. These stickers are placed on bookmarks and as each one is completed the pupils are rewarded with bronze, silver and gold certificates which are presented in worship. Additional bookmark stickers can also be given to pupils who always demonstrate positive behaviours in a range of contexts including at home and within the wider community.

Once pupils have achieved their gold certificate they are then rewarded with a 'Gold Celebration' which takes place in school towards the end of the academic year. Feedback from the pupils is taken into account when planning the celebration event.

## GOOD TO BE GREEN CONSEQUENCE SYSTEM

However, if a pupil chooses to display low level disruptive behaviour or unacceptable behaviour, all members of staff are expected to follow the steps detailed below.

1. Pupils are given one verbal warning and their inappropriate behaviour is commented upon.
2. If they persist with inappropriate behaviour (low level or unacceptable) they then move their card to yellow.
3. If this carries on they then move to a red card and must be sent to the Assistant Head at the end of the lesson. The pupil will then miss 5 minutes of the next available playtime / lunchtime. A member of staff should accompany the pupil to ensure the correct explanation is given.
4. Should a pupil receive three red cards in one week they will be taken to the school Principal who will inform parents. Pupils will also miss Golden time on Friday. Golden time is an end of week celebration for all pupils who have displayed positive behaviour.

Should a pupil demonstrate challenging behaviour the pupil is given a straight red card and taken immediately to the Assistant Head and/or Principal.

All red cards incidents then need to be recorded on CPOMS (Child Online Management System) using the correct tabs as detailed below and the STAR approach in order for the behaviour to be analysed. The member of staff must also ensure the date and time of the incident is recorded correctly. Assistants Heads and the Principal should be alerted to all behaviour incidents and the school SENCo for pupils with additional needs.

Recording behaviour incidents on CPOMS:

**Behaviour and low level disruption:** lateness, talking in class, failure to complete classwork, rudeness, shouting out etc.

**Behaviour and unacceptable behaviour:** discrimination including homophobic and racist incidents, harassment, vexatious behaviour, bullying, cyberbullying, possession of banned items, refusing to follow reasonable instructions or to comply with disciplinary sanctions, theft, swearing, fighting or aggression.

**Behaviour and challenging behaviour:** any behaviour that threatens the safety of pupils and staff or presents a serious danger to pupils and staff and any form of extreme behaviour i.e. violence, running away from school, vandalism etc.

Pupils within Key Stage 2 may also be asked to complete a 'Reflection Time' sheet with the Pupil Welfare Manager, which requires the child to think about

the incident. The pupil 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 pupil will also be asked to reflect upon an appropriate consequence. This is then agreed with teaching staff.

Pupils within Early Years and pupils with specific behaviour difficulties (if appropriate) go back to green at dinnertime.

## UNDERSTANDING BEHAVIOUR

All behaviour incidents should be recorded on CPOMS using the STAR approach.

### Setting

This is the general contexts in which the behaviour occurs i.e. session 3 Maths, Tuesday playtime etc

### Trigger

This details any particular signals which set off specific actions

### Action

Challenging observable behaviours

### Result

Consequences which immediately follow the behaviour

## Examples of how to record incidents on CPOMS

**S-** Came to school really tired- Mum reported Fred had not slept well

**T-** Asked Fred to do 5 more questions in maths which Fred thought was too much

**A-** Refused to do anymore work and threw book on floor

**R-** Time out 5 minutes calm down. Discussed consequences- moved to red card. Finished questions in own time. Saw AHT for 5 mins at playtime.

**S-** Classroom- English

**T-** Sat next to friend on carpet

**A-** Constant low level chatting even after warnings

**R-** Red card. Moved away from friends on carpet. Saw AHT for 5 mins at playtime.

Once a pupil receives three red cards in one week, the school uses the STAR analysis to determine appropriate support for the pupil. The Pupil Welfare Manager will conduct the STAR analysis asking the following questions:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?

- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be measured?

Having completed the analysis the Pupil Welfare Manager will liaise with the class teacher / SENCo / Assistant Heads / Principal to determine the type and level of support needed for the pupil. This may involve a referral to outside agencies, mentoring through the Pupil Welfare Manager, positive reinforcement through the use of a behaviour chart, through the creation of a single page profile, close supervision at lunchtime, focused tasks etc. This information will be relayed to parents and recorded on CPOMS as an action. It is also crucial for the key professional, usually the class teacher, to share the agreed support plan with all members of staff that come into contact with the pupil to ensure there is a consistent approach.

Following on from the support given if the behaviour continues resulting in the pupil failing to follow the school's behaviour policy, the pupil may be at risk of an exclusion from school.

## PARTNERSHIP WITH PARENTS

SS Simon and Jude CE Primary School gives 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.

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

- ❖ Relationships Education Policy
- ❖ Religious Education
- ❖ Health and Safety
- ❖ Safeguarding
- ❖ Equal Opportunities
- ❖ Inclusion
- ❖ Special Educational Needs Policy
- ❖ Anti-bullying

## REVIEW

This policy will be reviewed annually by the Principal, Pupil Welfare Manager and Teaching staff. Any alterations that come from this review will be discussed and ratified by the Local Advisory Board.

Written by: Principal and Senior Leadership Team June 2019

Ratified by the Local Advisory Board: November 2019

To be reviewed: June 2020