



Positive Behaviour Policy

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Rights Respecting School

We are a Right Respecting School and this policy supports the following articles from the United Nations Convention on the Rights of a Child:

- Article 6 – survival and development. Every child has a right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
- Article 19 – protection from all forms of violence. Governments must do all they can to ensure that children are free from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 28 – every child has the right to an education. Discipline in schools must respect children’s dignity.
- Article 29 – goals of education. Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Reviewed: September 2017

Update Frequency: 2 yearly

Next review date: September 2019

Rationale

We aim to provide each child in our school with an excellent primary education through careful nurture and high expectations. We help provide for each child's emotional needs by creating a secure learning environment where they feel valued.

There are many children in our school who behave well, who listen, concentrate and learn, children who treat others with respect and are happy to be in class. Their behaviour can be described as positive. We would want all children in our school to be like this.

As a staff, we have identified the characteristics that we aim to promote and develop in all our children. These are set out below:

What do we want the children at Virginia School to be and what would that look like?

- Happy – lots of laughter, children learning and playing together in different groups.
- Independent – managing resources, resolving their own problems, on task.
- Open minded – accepting difference, listening to others, trying new things.
- Respected – others asking their opinion, going to them for help and advice, listened to, views taken seriously.
- Respectful – treating people the way you would want to be treated, understanding consequences and accepting consequences of actions, polite to everyone.
- Confident – speaking up, being brave, having the courage of their convictions, not following the crowd, holding their own when working with other schools.
- Self motivated – willing to give it a go, persevere even when it is difficult, not always needing a 'carrot'.
- Safe and secure – talking about things that are upsetting them and making them unhappy, not being hurt.
- Have high self esteem – sense of worth, proud of themselves and proud of their school, recognising their achievements.
- Caring, sympathetic and considerate – looking after children who are finding something difficult, supporting others, not making fun of others difficulties, understanding how someone else feels.
- Healthy – eating healthy food, happily running around during playtimes, actively involved in PE and after school sport, have an understanding of what is a healthy lifestyle.

We believe that it is through promoting and developing positive behaviour that our children will become responsible and fair citizens of the world, who value different genders, cultures, races, life styles, languages and religions represented in our school and wider community.

Rights Respecting Behaviour and Core Values

We have a set of rights respecting behaviours that we call our 'Golden Rules':

- Do be gentle – don't hurt anybody.
- Do be kind and helpful – don't hurt anyone's feelings.
- Do listen – don't interrupt.
- Do look after property – don't waste or damage it.
- Do be honest – don't cover up the truth.

The Golden Rules are displayed around the school and in the playground so that they can be referred to when talking to children about behaviour. We have also developed a Playground Charter and a Lunch Hall Charter to support the work we are doing as a Rights Respecting School. In addition, we have a set of school values, which are: Inclusion, Development, Empowerment and Achievement. These along with other “British Values” are taught through our curriculum framework and assemblies.

Promoting Positive Behaviour

The following is a list of strategies we use:

- At the beginning of the year, each class draws up a class charter which is based on the United Nations Convention of the Rights of the Child. Within each class, the children and staff unpick the behaviours, attitudes and values that support the charter. The charter is regularly reviewed and amended to reflect children’s understanding of rights, respect and the UNCRC.
- We publicly recognise positive behaviour through good learning assemblies and in the school newsletter. We use praise privately also as we recognise some children prefer this.
- We believe in building intrinsic motivation rather than giving extrinsic rewards. We do not support the use of rewards such as toys or sweets. We also do not give stickers to children.
- Teachers can send children to the head, another teacher or member of SLT to celebrate positive behaviour and good learning.
- The head teacher will regularly visit and praise whole classes for positive behaviour and good learning.
- All staff have the responsibility to ask children to behave appropriately and children are expected to respond to all staff members equally. We will try to give children clear, positive, consistent commands.
- We recognise that children are individuals and sometimes individual behavioural needs may need to be identified in their individual learning journal. In such cases the child, parents and staff will be aware of these goals and expected outcomes. We aim to ensure that other children are able to understand and help support children with specific needs.
- As a whole school we embed positive behaviour through the curriculum and our PSHE curriculum supports this through developing knowledge, skills and understanding in the areas of:
 - Self-awareness
 - Citizenship
 - Managing feelings
 - Motivation
 - Empathy
 - Social skills

All of our values are taught systematically through our curriculum framework for each year group. This can be found on our school website. As duty bearers under the UNCRC, all staff will model rights respecting behaviour for children and teach children to use the language of rights and respect when discussing behaviour.

Behaviour in the Early Years

Challenging behaviour at this age is usually to do with distress, not understanding routines and lack of experience of a school setting. The following strategies are therefore based on being positive and supportive and ensuring safety.

We:

- Offer appropriate activities to match the needs of pupils & providing a choice of experiences.
- Form positive relationships with parents and carers
- Good behaviour is expected at all times and rewarded by praise from all adults in the setting.
- Staff work together consistently to deal with inappropriate behaviour.
- Involve other members of the school staff or outside agencies such as the Educational Psychology Service.
- Refer to our class charter when discussing inappropriate behaviour with a child.
- When a child's behaviour is unacceptable they will be placed on the Time Out chair for three minutes. An adult will then speak to them about what they have done, and will discuss the appropriate follow-on.

Challenging Unacceptable Behaviour and Consequences

It is important that all children see that everyone has the same expectations. During class time, we expect all children to be on task and learning and not stopping others from enjoying their right to learn. Therefore, we expect all adults to deal with unacceptable behaviour appropriately and immediately.

We are very clear that it is the behaviour we are unhappy with not the child. We will always refer back to charters and the golden rules when discussing behaviour with children.

These are the consequences for unacceptable behaviour:

- If a child persists in exhibiting inappropriate behaviour, please follow this process:
 - Reminder about expected behaviour
 - Additional reminder
 - Name recorded on the whiteboard (with a sad face if a visual is appropriate)
 - Tick next to name
 - Think It through Sheet. The child will spend some of their free time (playtime) discussing and reflecting on their behaviour and the different choices they could have made in the situation. We have developed a 'think it through' sheet to record such incidents. (This is a useful record if the behaviour persists after consequences.) The Think it Through sheets are kept by the class teacher. They should always be completed with an adult – usually the class teacher/member of the phase team. It should be done at the first opportunity. For an incident in KS2 in the afternoon, it can be completed at playtime the following day.
- Sometimes a child may need to be given time out in another class if the behaviour continues after being told they will have to complete a think it through sheet. This should be for a short, set amount of time, with their learning if appropriate.
- If a child has received three think it through sheets in any one week, they must be sent to the head teacher.
- If the child continues to commit persistent unacceptable behaviour, the head teacher will be involved who will notify the parents and sanctions put in place such as internal exclusion.
- At Virginia we will not tolerate physical attacks, bullying, racism, homophobia, sexism or any form of bullying that is based on difference. Such serious behaviour will always be addressed

immediately by the adult who deals with the incident. It should then be reported to the head or deputy for monitoring purposes. When dealing with such incidents it is useful to use the framework from Stonewall's Train the Trainer resources. See appendix 1. These incidents will be recorded by the Deputy Head and reported to the Local Authority and the governors as appropriate.

- If a child's behaviour is causing a barrier to their learning, it may be appropriate for a child to have counselling/additional support. We will consider referral to outside agencies such as CAMHS, LBTH Behaviour Support Team and a CAF may be completed.
- If a child's behaviour is linked to an additional need such as autism or complex medical needs, outside agencies such as Phoenix and Stephen Hawking's Outreach support will advise on how best to meet their needs and all staff will act accordingly.
- Unacceptable behaviour will also be discussed calmly in a class circle time.
- Inappropriate behaviour in the playground incurs the same sanctions, although time out will be sitting on a bench or walking with an adult for a short period. Think it through sheets are also used in the playground. These will also be kept by the class teacher. Playground staff will inform class teachers about behaviour issues that happen in the playground.
- Serious incidents are taken straight to the head or SLT member.
- The Deputy Head will monitor the "Think It Through Sheets" every half term to look for trends and patterns and to identify any children causing concern, who might need additional support to meet expectations.