

# VAUGHAN PRIMARY SCHOOL

## Positive Behaviour Policy

**Date of Policy:** Spring 2021  
**Date of Review:** Spring 2023  
**Next Review:** To be reviewed bi-annually

### Policy Review Dates

<b>Review Date</b>	<b>Changes made</b>	<b>Shared with staff</b>
Spring 2021	Reviewed and updated (including links to remote learning expectations)	Spring 2021

## INTRODUCTION

Our Behaviour Policy has been developed through consultation with pupils, parents/carers, staff and governors.

All Staff will receive induction linked to the behaviour policy when they join the school. They will be directed to where this policy is located on the school system.

On admission, all parents/carers will receive a copy of the school Behaviour expectations with a section for them to sign and return, saying that they have read and discussed it with their child. They will receive a copy when they start school.

The policy reinforces and complements the aims and ethos of the school.

Vaughan Primary School is a community of learners where:

- there is an atmosphere of mutual respect in which all cultural backgrounds are valued and celebrated.
- we provide a calm, stimulating and challenging environment to promote independent and collaborative learning.
- we expect school and home to work in partnership, sharing responsibility with the children for their learning and behaviour.
- we expect and encourage everyone to achieve their full potential.

Our school is fundamentally a place of learning and equality of opportunity. It is of paramount importance that pupil behaviour is managed effectively and consistency so that the aims of the school can be achieved.

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach. The children have a range of resources and services that they can access on a daily basis.

These include, in addition to teaching and support staff, access to:

- Learning Mentors
- Space2talk
- Childline Number (posters displayed across the school)
- Safeguarding Team (poster displayed across the school)
- Pupil Premium Champions

## 1. Aims

This policy aims to:

- To ensure that there is agreed, acceptable behaviour for a safe and secure teaching and learning environment
- To ensure a consistent approach and clear boundaries so that children know what is expected of them and why
- To provide opportunities for children to develop self-awareness and personal responsibility
- To help children develop strategies to effectively manage their own behaviour and that of others
- To promote self-esteem and provide an environment where everyone feels equally valued
- To ensure that staff are aware of their collective responsibility and of relevant support structures
- To develop a partnership with parents in promoting positive behaviour
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Code of conduct

At Vaughan School we wish to encourage children to take responsibility for their own behaviour and promote self-discipline by following the Golden Rules.

These are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do play well with others
- Do keep to playground safety rules
- Do care for your playground
- Do not hurt anybody
- Do not hurt people's feelings
- Do not waste yours and other people's time
- Do not waste or damage things
- Do not interrupt
- Do not cover up the truth
- Do not spoil others' games
- Do not break the playground rules
- Do not damage or spoil anything

### 4. School Rules

In our school we will:

- not partake in or condone bullying, swearing or the use of racist or derogatory language. (Please refer to the Anti-bullying policy and Equality Plan).
- keep the school clean and tidy, so that it is a welcoming place we can all be proud of. This means putting all litter in the bins, keeping walls and furniture clean and unmarked, and taking care of displays, particularly of other people's work.
- always ensure responsible conduct when walking locally or on a school trip modelling positive citizenship within the community.
- walk quietly inside the building. Opening doors, standing back to let people pass and helping to carry things when necessary.
- wear school uniform and take pride in our appearance.
- wear no jewellery (apart from stud earrings and jewellery related to religious conviction), make-up or nail varnish.
- only bring money for official reasons.
- hand in phones on arrival to class teachers (Year 5 and 6 only)
- always ask permission of the staff member in charge at the time to leave the classroom.
- ask a member of staff for permission to enter the building at break times.
- keep silent when we are required to be.
- arrive in class on time at the start of the day and after breaks.

## 5. Bullying

At our school we define bullying as:

- 'Emotionally or physically harmful behaviour which is:  
Repetitive, wilful or persistent  
Intentionally harmful, carried out by an individual or a group  
Based on an imbalance of power leaving the person who is bullied feeling defenceless.
- 'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power' (Anti-Bullying Alliance).

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 6. Roles and responsibilities

### Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the school and class rules including those linked to remote learning (See Remote Learning Policy)
- Accept responsibility and the consequences of their actions in school and on school learning platforms
- Listen to and respond appropriately to what adults say

### Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Provide remote learning appropriate to the age and curriculum needs of the child and monitor the responses of pupils on school platforms
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Manager and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

### Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour in school and on school remote learning platforms
- Ensure that their child fully understands the school rules and the consequences of not adhering to them by signing up to in school and remote home-school agreements

- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly using the appropriate school communication channels

#### Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the values of Vaughan Primary School
- Being valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Monitoring that the school is maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded in school and through the use of remote learning platforms
- Reviewing and approving the written statement of behaviour principles (appendix 1)

The Standards and Effectiveness committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### Role of The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Standards and Effectiveness committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently including implementation of this policy in conjunction with remote learning expectations, as appropriate.

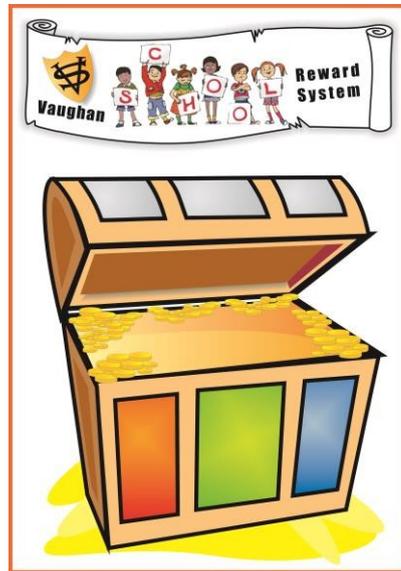
## 7. Rewards and sanctions

It has been found that standards of behaviour are better when there is a balance between rewards and sanctions within a caring community atmosphere. In addition, standards of behaviour are also higher where the rewards and sanctions are applied consistently by all adults.

Rewards should cover the broadest range of academic and non-academic achievement, including effort. They should also be desirable and accessible because they are most effective when immediate. They should be paired with social praise, be consistent and not be over-used.

## 'The Rewards Chest'

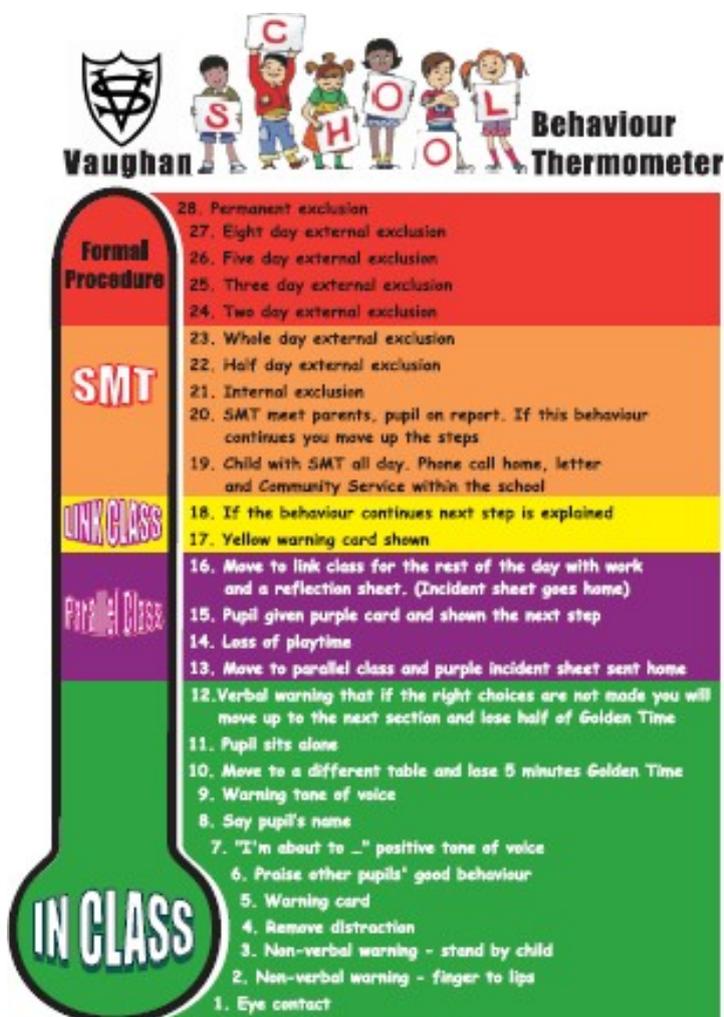
The staff in the school will use the Rewards Chest as the main form of rewards.



- Each member of staff will have details of how to use the Rewards Chest as part of the Induction Process.
- All classrooms and shared areas will display the Reward Chest poster to ensure clarity and understanding for all pupils and staff.
- Pupils can be rewarded within any band of the Rewards Chest and are not expected to work their way up. This allows adults flexibility to recognise and reward according to the pupil's individual achievement.
- Rewards will never be taken away or linked to sanctions. The Reward Chest and Behaviour Thermometer stand separately.
- Parents will be notified regularly of their child's successes.
- Celebration of success will be shared across the school in class, on class platforms, through newsletters, school website and Achievement Assemblies

## SANCTIONS

Through the school's PHSE Programme all pupils understand that they are making a personal choice in their behaviour and that there is a consequence to the choices they make. There will be occasions when sanctions will be necessary. Sanctions will be fairly and consistently applied and to this end, all staff will use the Behaviour Thermometer.



The procedures for using the Behaviour Thermometer are set out in staff induction and a designated folder on the school system. The procedures outline the kind of behaviour that triggers a child being placed on the thermometer and action that needs to be taken.

It clearly outlines the point at which parents are to be notified.

The Behaviour Thermometer seeks to ensure all children are treated fairly and that disruption to everyone's learning is minimised. It also encourages a child to stop and think before escalating their negative behaviour. Any pupil who consistently moves up the Thermometer and is going out of class regularly, they will be referred for further support and intervention by the Inclusion Leader to other services e.g. Learning Mentor, Behaviour Support Plan etc. As with the 'Rewards Chest' the 'Behaviour Thermometer' will be displayed in all classrooms and shared areas of the school.

### **8. Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or local visit.

## **9. Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will take advice from the LADO (and in accordance with this policy).

Please refer to our Safeguarding and Child Protection Policy and our Whistleblowing Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **10. Behaviour management**

### **Class management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is also the case for school remote learning platforms which are monitored by all staff.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils in class, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **11. Positive intervention**

In some limited circumstances, staff may use physical intervention to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and LADO within 5 days of the incident occurring.

## **12. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned after discussion with senior leaders and parents, as appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and in line with the school's Positive Intervention Policy.

## **13. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. A risk assessment will formulate part of this process.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **14. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **15. Training**

Our staff are provided with training on managing behaviour and behaviour strategies as part of their induction process. Specific staff are trained on positive intervention. Behaviour management will also form part of continuing professional development.

## **16. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Standards and Effectiveness committee every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Standards and Effectiveness Committee every 2 years.

## **17. Links with other policies and statutory documentation**

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Equality Act 2010
- E-Safety and ICT Acceptable Use Policy
- Exclusions policy
- Home – School Agreement (School and Remote Learning)
- Keeping Children Safe in Education 2020
- PSHE Policy
- Positive Intervention Policy
- Preventing Radicalisation and Extremism Policy
- Remote Learning Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy
- Special educational needs and disability code of practice: 0 to 25 years
- Statement of British Values
- Supporting pupils with Medical Needs and Conditions Policy

## **Appendix 1: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff, parents, governors and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and positive intervention are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff, parents and governors
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Parents/carers are informed (in accordance with the behaviour policy) about behaviour incidents to foster positive relationships between the school and pupils' home lives

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Standards and Effectiveness committee every 2 years.





