

# Vicarage Park C of E Primary



## Positive Behaviour Policy

All the children come here to learn and grow as members of a community. Our shared high expectations enable all to do this.

At Vicarage Park Primary we have the expectation of all pupils and staff that their actions and **choices will reflect the three core values we have agreed as a community.**

These values are: Compassion, Responsibility and Courage

| Examples of behaviours that show <b>Compassion</b>                                  | Examples of behaviours that show <b>Responsibility</b>                     | Examples of behaviours that show <b>Courage</b>                                       |
|---|--|---|
| forgiveness, kindness, acceptance, inclusive, friendly, caring, supportive, helpful | being accountable, respectful, acting wisely, being honest, fair, reliable | endeavour, endurance, aspiration, motivation, resilience, perseverance, determination |

How these values will be modelled and promoted throughout school is agreed at the beginning of each year and these foundations are built upon through whole school worship, reflection and circle times.

Members of the Vicarage Park team will always be on the lookout for young people making choices that positively influence others and examples of our values in their learning. These are publicly and privately recognised in line with the disposition of individual young children.

## How will our values be recognised and celebrated in the classroom?

It is essential that the children and adults at Vicarage Park understand that our values are both personal values and shared values. As such we promote systems that recognise individual effort and when working together has led to success. These systems can have different names in classes and key stages, but they commonly celebrate individual and group efforts through small, achievable rewards. The adults ensure that these must be earned so that they are valued by the children.

Children can also nominate each other for displaying our community values. These can be done for any value within the classroom and as a whole school through the values certificates. This encourages the children to more deeply understand what our values look like in practice and how to recognise them in others.

### Community values

All classes will use the community values of compassion, responsibility and courage. These are referred to at all times so the children understand the power of consequences. We believe the children should appreciate that behaviour has both positive and negative consequences. The children need to understand why they are being rewarded or why they are receiving a sanction. This then gives them control of their learning environment. The language we consistently use supports them in this.

| Rewards   | Sanctions   |
|---|---|
| <p>I like the way you.....it showed compassion</p> <p>Not giving up in your work today showed courage.</p> <p>Remembering to bring your...showed responsibility</p> | <p>{ } is not acceptable behaviour at our school and does not show compassion</p> <p>Because you have chosen to...we have no choice but to give...as a consequence</p> <p>When you've...you may...</p> <p>I need you to....</p> |

### Examples of terms for whole class/group reward systems

|              |                     |   |
|--------------|---------------------|---|
| House points | Class Dojo          | Class marbles jars                        |
| Table points | Adults 'v' Children | Timed challenges to catch them being good |

These systems encourage teamwork and cohesion so that all can benefit from the group effort. Rewards are simple and time limited e.g. Golden time, choosing, class favourite activities.

## Individual reward systems

Positive group systems like the above are designed so the individuals in each class are recognised and celebrated too. There are times when targets and reward systems need to be customised to support children that little bit more. When these are used, class teachers communicate with families, other staff and senior leadership so that we are all aware of the progress they are making.

## Sanctions

Sanctions, when necessary, will follow a clear step system:

1<sup>st</sup> - Children are given a **verbal reminder** of what is expected and given a clear window of time in which they must change their behaviour. In KS1, children's faces are put on the think cloud to help them remember to reflect.

2<sup>nd</sup> – If the behaviour does not improve, **a 5 minute tally** denoting loss of playtime will be recorded next to their name on the board. Pupils are encouraged to improve their behaviour and earn the time back in minutes. The use of a tally/visual representation on the board means that every child can have their positive changes in behaviour recognised following Step 2 e.g. You are now working really responsibly. That means you have earned back 2 minutes of your play. *Tally is altered on the board.* Dates and brief reasons are kept to identify any patterns of behaviour.

3<sup>rd</sup> – Should behaviour continue then a **10 minute time out from the classroom** is required. In this case, the child will take their work and be expected to complete it independently. This is recorded using the ABC sheet and a copy given to leadership team.

4<sup>th</sup> – Should a longer **internal exclusion** be required for persistent/extreme behaviours then the leadership team will be notified, staff record the incident and a location for this will be agreed. Families will always be contacted in this instance.

\*Some behaviours such as racist language or physical violence will go straight to higher consequences and may involve other adults including senior leadership.

Bullying is not acceptable in our community. Further guidance and information can be found in our preventing and tackling bullying policy. This has been revised in line with DfE guidance 2017.

As this behaviour policy centres on staff and children successfully sharing core values, once the step system has been followed we always **return to the beginning of the cycle** and look to find young people making choices that reflect our values during each session of the day.

## Sessions throughout the day

Due to the difference in structure of the day, Reception class is not included in the table below. The high expectation of all children at Vicarage Park begins here and the timings of any response to behaviour reflect their age and developmental understanding. The responsibility for facilitating both rewards and sanctions lie with the designated adults working with the young people at that time. As all children are treated with respect by the staff, it is expected that children respect all those involved in contributing to their daily lives at school.

| Key Stage 1   |                    | Key Stage 2   |                    |
|---------------|--------------------|---------------|--------------------|
| Time          | Session            | Time          | Session            |
| 8:00 - 8:45   | Breakfast club     | 8:00 - 8:45   | Breakfast club     |
| 8:45 – 9:30   | Am 1               | 8:45 – 9:30   | Am 1               |
| 9:30 – 9:45   | Collective Worship | 9:30 – 9:45   | Collective Worship |
| 9:45 – 10:30  | AM 2               | 9:45 – 10:45  | AM 2               |
| 10:30 – 10:45 | AM Break           | 10:45 – 11:00 | AM Break           |
| 10:45 – 12:00 | AM 3               | 11:00 – 12:00 | AM 3               |
| 12:00 – 1:00  | Lunch              | 12:00 – 1:00  | Lunch              |
| 1:00 – 2:15   | PM 1               | 1:00 – 2:00   | PM 1               |
| 2:15 – 2:30   | PM Break           |               | <i>No break</i>    |
| 2:30 – 3:15   | PM2                | 2:00 – 3:15   | PM2                |
| 3:15 onwards  | PM club            | 3:15 onwards  | PM club            |

### **Communication and support**

Children are expected to understand how compassion, responsibility and courage form part of their daily lives. School reinforces this message, their peers reinforce this and home should reinforce this message too. Every child will need positive support of some form during their school life and this will usually only be communicated should it become a pattern or an area where support from all stakeholders is the best solution. This forms part of the home/school agreement from the 2017/18 academic year.

We believe our values and expectations will contribute to children being lifelong learners, community members and citizens.