



Positive Behaviour Policy

Date – September 2023

Review – September 2026

Review Framework:

The policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance)

Signed: Headteacher _____ Date: _____

Signed: Chair of Governors _____ Date: _____

Philosophy

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Using *emotion coaching* and being *trauma and attachment informed*, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the positive behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”. Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. The *relational approach* is a universal approach to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. Our policy and approach has also been informed by *Positive Behaviour for Learning* which is an evidence-based approach that looks at behaviour and learning from a whole-of-school as well as an individual student perspective and focuses on teaching children the social and behavioural skills so that:

- the school environment is positive and supportive
- expectations are consistently clear
- students are consistently taught expected behaviours
- expected behaviours are consistently acknowledged
- inappropriate behaviours are consistently responded to in a fair and equitable way

Intent

At Veritas Primary Academy we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others.

This intent and philosophy is underpinned by our school rules which are:

School Rules

We are safe.

We are respectful.

We follow directions the first time.

We work hard and try our best.

We believe that praising and valuing children is the best form of encouragement towards appropriate behaviour. Through implementation of this policy, we will establish our expectations of the behaviour of our children, parents, staff and school community.

We will always challenge racist or sexist behaviour, and all forms of bullying.

We will teach the children the rules and behaviour expectations for each part of the school day e.g lunchtime, playtime and when moving around the school. Clear rules and expectations are in place for different aspects of the school day e.g in the lunch hall so that children have a clear understanding of the expectations.

The whole school community, children, staff, governors, parents, students and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

We believe everyone at Veritas Primary Academy has the right to be respected as an individual. We strive to create a happy, protected and encouraging environment where the children can learn and grow into independent, responsible and respectful individuals.

Veritas Primary Academy has aims that support those of the Education Reform Act and emphasises that staff are committed to all policy statements.

The aims that originate from the school are formulated, implemented and reviewed by staff and Governors

The code of behaviour is in the context of a “positive” ethos and reflects our belief that there should be a culture where there are rewards for achievement and good behaviour. We reward achievements and excellent behaviour through verbal praise, dojo points and team points.

The code is to be used in the context of our policy and commitment to:

- Equal opportunities
- Anti-racism
- Anti-bullying
- Health and Safety in school
- SEN Code of Practice

The policy sets out to clarify:

- The lines of responsibility for discipline in the school (people)
- The structures for discipline in the school (procedures)
- The process from “incident” to “suspension”.
- The support structure for staff (teaching and non-teaching)

Rights and Responsibilities

Children’s Rights

- To be safe and secure at all times at school
- To be listened to by adults
- To be familiar with the procedures of the behaviour policy
- To be involved in setting and reviewing behaviour, school rules and class rules within their own class
- To be treated with respect

Children’s Responsibilities

- To think about how your behaviour effects others
- To try to be the best you can be
- To listen to what others are saying
- To treat each other as you would like to be treated
- To share with each other
- To care for the school building, environment and equipment and the belongings of others
- To respect others race, religion, gender and way of life
- To stay on the school premises at all times unless accompanied by a member of staff

Staff Rights

- To be safe and secure in our work place
- To be listened to by children, parents, colleagues and governors
- To be familiar with the procedures of the behaviour policy
- To have professional judgments respected
- To be involved in setting and reviewing behaviour within the school

Staff Responsibilities

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly
- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To take into account other people's point of view - to listen to other staff, parents and children
- To provide an appropriate context for learning appropriate behaviour
- To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- To plan opportunities for the class to reflect on their behaviour
- To actively implement and regularly discuss and review the Behaviour Policy as necessary
- To record incidents of inappropriate behaviour and to inform Senior Management where appropriate
- To involve parents, SENCo and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual school rewards and sanctions

Parents' Rights

- To have access to a copy of the policy in order to become familiar with its expectations
- To be informed as is appropriate about unacceptable behaviour
- To be given information about relevant support services as necessary
- To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary
- To be consulted when the policy is under review (via newsletters)

Parents' Responsibilities

- To read, to comment on and support the Behaviour Policy
- To be a positive role model for the children
- To ensure children attend school everyday
- To talk to children about the school day and what they have been doing at school
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with the staff
- To ensure that children arrive at, and are collected from school, on time
- To support the school by attending meetings i.e. parent conferences, parent meetings, etc.
- To ensure that your child arrives at school wearing school uniform and with the appropriate equipment
- To read thoroughly and act upon all communications from school.
- To follow the school uniform guidance, including no jewelry except studded earrings.

Behaviour expectations

These behaviour expectations are underpinned by our school rules.

We are safe.

We are respectful.

We follow directions the first time.

We work hard and do our best.

Teachers will work with their pupils to establish the specific behaviour expectations and responsibilities that are specific to the harmonious and smooth running of their classes and classrooms.

Behaviour expectations for moving around the school

We walk around school quietly.

We are friendly and welcoming to the people around our school.

We hold doors open for each other and adults.
We respect the school environment when we are walking through it.

Behaviour expectations at break times and lunchtimes

We take care of the playground equipment and the environment.
We take care of the environment including the trees and plants.
We follow the rules for different playtime activities.
We ask permission to enter the building.
We line up quickly and quietly.

Behaviour expectations in the dinner hall.

We are respectful and use good manners.
We speak to friends in the dinner hall at the appropriate volume.
We remain seated and ask permission to get out of our seats.
We clean up after ourselves when we have eaten.

Behaviour expectations in Assembly.

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos

We enter the hall quietly.
We sit quietly and actively listen to the adult who is leading assembly.
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BEHAVIOUR STEPS

In the event that the school rules are not being followed, staff will adhere to the following behaviour steps.

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| STEP 1 | Verbal Reminder. |
| STEP 2 | Reminder and school rule stated. |
| STEP 3 | Time out in or outside class to consider own behaviour. |
| STEP 4 | Buddy Class – negotiated short-term placement in buddy class to reflect on their poor behaviour. Parents informed by teacher. |
| STEP 5 | Child sent to phase leader. Parents contacted and a meeting held with teacher and member of SLT if deemed appropriate. |
| STEP 6 | Child sent to an Assistant Headteacher/Deputy Headteacher. Parents contacted and a meeting held with teacher and AHT or DHT if deemed appropriate. |

- STEP 7** Behaviour plan (Yellow Card) is negotiated with Head Teacher or Deputy Headteacher. Pupil to report to HT or DHT at negotiated times throughout the school day to check on behaviour for a negotiated period of time.
- STEP 8** Behaviour plan (Red Card: Restricted privileges) is negotiated with Head Teacher or Deputy Headteacher. Pupil to report to HT or DHT at negotiated times throughout the school day to check on behaviour for a negotiated period of time.
- STEP 9** Suspension / Exclusion.

Serious incidents may go to Deputy Head Teacher or Headteacher at the discretion of phase leaders or an Assistant Headteacher (therefore bypassing steps 1 – 5)

Behaviour steps for undesirable playground behaviour

- STEP 1** Verbal Reminder.
- STEP 2** Reminder and school rule stated.
- STEP 3** Time out in a quiet space such as bench or against the wall to reflect on behaviour.
- STEP 4** If poor behaviour continues, **and cannot be managed by step 3**, a member of the senior leadership team will take the child inside to reflect on their behaviour. Parents informed by class teacher.
- STEP 5** Continue using steps on standard behaviour steps.

Rewards

Throughout the school day staff will reward good behaviour and conduct by awarding dojos. In class they will also give out team point coins which can be taken away and earned back throughout the day depending on conduct and behaviour. At the end of the day, the number of coins will be converted to dojo points for the child and house points for their team.

Over the school year, children can redeem their dojo points to get a special treats from the dojo shop.

Racism and Bullying

Racism

The school staff actively promotes Race Equality as a school priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group of individuals differently because of their race.

Racist attitudes or behaviour towards any member of the school community will not be tolerated.

Bullying

Bullying in schools is, on the whole, a covert activity occurring without adult witnesses.

Bullying can be defined as:

- Persistent, deliberate, unprovoked, physical or psychological harm by a more powerful individual or group, against a weaker individual or group.

- An individual is being bullied when s/he is exposed, repeatedly and over time, to negative actions on the part of one or more other individuals.

Racism and Bullying may include:

- Physical - hitting, kicking, beating up, etc.,
- Verbal - name - calling, threats, etc.,
- Non-verbal - threatening body language.

Strategies to prevent and deal with incidents of Racism and Bullying

As a school we endeavour to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

- Regularly raise awareness of issues of racism and bullying during PSHE lessons, P4C Lessons and assemblies
- Ensure that all pupils understand that racism and bullying are not accepted at Veritas Primary Academy and will be dealt with firmly
- Ensure regular staff training/briefings to support all staff in promoting positive behaviour
- Provide children with skills of conflict resolution during PSHE lessons and circle time
- Put in place support to provide practical help for the victims of racism or bullying
- Actively support all pupils involved in racist or bullying incidents in order to develop responsibility and modify inappropriate behaviour
- Involve parents of all children at all stages
- In the case of racist incidents, it is the school's statutory duty to inform Governors and Reach2.

Swearing

Any swearing is not acceptable and should be challenged.

- Explain that swearing is not tolerated at Veritas Primary Academy
- Persistent swearing will lead to the child being removed from the immediate environment
- Parents will be informed to allow for follow up discussion at home

Persistent anti-social behaviour

If a child exhibits persistent anti-social behaviour parents will be involved, and where appropriate, outside agencies.

Suspension

The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented.

Fixed term suspension

Head teachers have the legal right to suspend a pupil for up to 45 school days in a school year. Suspension is a disciplinary sanction, which can only be exercised by the Head teacher or Deputy Head teacher when s/he is acting in the Head teacher's absence and only in response to serious breaches of the school's policy on behaviour or of the criminal law.

Where a pupil is suspended for a fixed period the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term suspension is exercised.

A first fixed period of suspension lasting from 1 to 3 days is usually appropriate. When a pupil is suspension for a fixed period of more than two days the Head teacher will arrange for pupils to receive schoolwork to do at home and have it marked until s/he returns to school.

Arrangements for fixed term suspension

1. Fixed-term suspension will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the suspension will be immediate.
2. The Head teacher/Deputy Head teacher will make every effort to contact parents by telephone during the day informing of the suspension and the reasons for it. The Head teacher/Deputy Head teacher will always send a formal letter setting out the reasons for the suspension and the arrangements for their return to school.
3. Parents will be informed of their right to make representations to the Governing Body.

In the unlikely event that it is necessary to apply the sanction of permanent suspension, then the governing body will follow appropriate LA procedures.

Monitoring and reviewing the Policy

This policy will be reviewed every year and relevant adjustments made as appropriate.