



## POSITIVE BEHAVIOUR POLICY

**This policy covers all pupils including the Early Years Foundation Stage (EYFS)**

**Mission Statement:** 'Our aim is to provide an all-round education in a supportive and happy environment that will challenge every child to fulfil their maximum potential. It is our aim to educate the whole child, academically, socially and morally, through a broad and balanced curriculum, so that they are able to integrate and flourish with confidence in their next school.'

### INTRODUCTION

This policy was developed as a result of consultation with staff and governors and is in compliance with the current version of 'Keeping Children Safe in Education' (DfE).

**The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of both children and adults.**

### RATIONALE AND AIMS

It is a primary aim of St David's that every member of the school feels happy, valued and respected, and that each person is treated fairly and well. We are a caring school which promotes mutual trust and respect for all. We believe that positive relationships and good behaviour are integral to a happy, healthy, secure and safe learning community.

This policy aims to:

- Promote good behaviour, not merely deter anti-social behaviour.
- Teach children that actions have consequences and help them learn to accept responsibility for their own choices/behaviour.
- Provide clear boundaries for acceptable behaviour to ensure physical and emotional safety and to raise individuals' self-esteem.
- Encourage increasing independence and self-discipline.
- Encourage children to make good choices which lead to effective relationships, so that everyone can support each other, work together and learn well.
- Ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Central within the policy is the concept of 'choice': we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

1. It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept/expect that some children will always behave in such a way).
2. It avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices.

### EXPECTATIONS OF POSITIVE BEHAVIOUR AT ST DAVID'S:

At St David's we expect everyone (pupils, staff, parents, visitors and governors) to follow the St David's Way:

- We treat others as we would have them treat us
- We forgive others
- We share
- We are truthful and have good standards
- We are kind and helpful

- We listen carefully to each other
- We do our best to be our best

Our expectations are explained and made clear to the children in a variety of ways. They are the theme of many assemblies throughout the year, PSHE lessons and, if required, any specific issues which arise are dealt with as and when necessary (please refer to the Collective Worship and Assembly Policy and the PSHE Policy).

In September (within PSHE lessons) each Class Teacher discusses the 'St David's Way' and the Code of Conduct that we expect all members of the school community to follow:

- Work hard and to the best of your ability at all times.
- Treat everybody with politeness, courtesy and respect.
- Be punctual for school, for lessons and for any appointments.
- Follow directions the first time they are given.
- Use suitable voices in all situations.
- Walk safely, sensibly and quietly around the school.
- Look smart - take pride in your appearance.
- Care for and respect our School environment and other peoples' property.
- Always settle any differences which may occur in a fair and civilised way.

Each class then creates 'Classroom Rules' which are agreed by the children and displayed on the wall of the classroom. This way, every child in the school knows the standard of behaviour that we expect in our school.

### **The Responsibility of Pupils**

It is the responsibility of pupils to **make good choices** at all times, with all adults and pupils in school. This will enable pupils to behave well, build and maintain good relationships as well as learn effectively. They are encouraged to remember the St David's Way and the Code of Conduct.

### **The Responsibility of Teachers**

Children have to learn positive behaviour and, indeed, sometimes they have to learn from their mistakes. **As in all areas of managing behaviour our consistency is the key to success.**

With this in mind, specific responsibilities of the teachers are to:

- Expect that, when talking to children, the children will stop what they are doing, put everything down and look at the person speaking.
- Praise children on individual/group basis (public praise is very powerful), making explicit why: what rule has been followed, or what choice has been made.
- Follow our warnings system unemotionally, making explicit why: always state what rule the child has broken, and always record the incidents to discourage the learning of an inappropriate behaviour.
- Be confident and let their voice and manner make it clear to the learner they expect children to do as they ask.
- Display in the classroom the consequences of children's choices (both positive and negative; see Consequences below) – this can help when teachers explain why they are praising/warning.
- Begin each new session with a 'clean slate' (does not include playtime).
- Set appropriate boundaries and be consistent with all consequences.
- Treat each child fairly and with empathy, respect and understanding.
- Apply these principles, roles and responsibilities with their own class and around school.
- Be a positive role model by demonstrating positive relationships with everyone in school.
- Monitor behaviour and keep records of incidents, investigations, notes to parents etc. (see 'Monitoring' below). Keep a record and any relevant notes if a child misbehaves and/or receives a red card and place in a class file.
- Inform parents immediately if there are concerns about their child's welfare or behaviour – this includes if a child is regularly receiving warnings or 'red cards'.
- Having followed regular procedures and consequences, if necessary seek help and advice from a colleague (e.g. member of Senior Leadership Team).
- Report to parents (via school reports and Parent's evenings) about the child's social and emotional aspects of school life, including behaviour and relationships.
- Liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA behaviour support service.

NB: Mrs Colette Haddad (Head of EYFS) is the named leader responsible for behaviour in Nursery and Reception.

### **The Responsibility of Support Staff**

It is the responsibility of Teaching Assistants, Office Staff and all other adults in school to support the Head Teacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) **and positive relationships**. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

### **The Responsibility of the Head Teacher**

In addition to the above, it is the responsibility of the Head Teacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour.
- Implement this policy consistently throughout the school, and to report to the Governors, when requested, on its effectiveness.
- Ensure the health, safety and welfare of all children in the school.
- Maintain records of all reported serious incidents of misbehaviour.
- Issue fixed-term suspensions to individual children for serious acts of anti-social and misbehaviour (for example persistent violent behaviour and swearing). The Head Teacher may also permanently exclude a child. School Governors are notified according to the Exclusion Policy.

### **The Responsibility of the Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave. The aim is to build a supportive dialogue between the home and the school.

Parents are expected to:

- Promote and uphold the Positive Behaviour Policy.
- Co-operate with the school to support their child's positive behaviour.
- Ensure staff are fully aware of any additional needs or personal circumstances which may result in their child displaying behaviours outside the norm.
- Support the school's decision when applying consequences to deal with any specific incident/issue and to respect the disciplinary authority and professionalism of staff.

If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Deputy, then the Head Teacher, and, if still unresolved, the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. For more detail please see the Complaints Policy.

### **The Responsibility of the Governors**

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **THE PROCEDURES AT ST DAVID'S**

### **1. Consequences of Positive Behaviour**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school all staff should aim to 'catch' good behaviour and exclaim how well a pupil has behaved.

We are aware that if we become complacent, many good choices can be taken for granted and many children who always make good choices can become 'invisible'. Therefore a **key priority is to reward and praise good choices in order to reinforce good behaviour, build positive relationships and develop an ethos of kindness and co-operation**.

We reward good 'choices' in these ways:

- In Nursery and Reception Class Dojo is used to reward points. In Nursery 10 points = 1 sticker and in Reception 15 points = 1 sticker.
- In Form 1 one child who has made good choices is selected each day to sit on the 'Gold Star' cushion.
- In Form 1 'ticks' are recorded on a reward chart in the classroom. 1 tick = 1 Dragory.
- In Forms 2 - 6 Dragorys are awarded (and recorded on the Class Dojo in Forms 2 and 3).
- All Dragorys are collated by the School Bank where individual balances and House totals are calculated.
- In weekly Celebration Assemblies one child per class is selected to have their name written on a gem which is displayed on the Jigsaw Gem display in the Hall and their positive behaviour choice/character trait is explained to the whole school. These relate to the Jigsaw PSHE theme for the half term. Children are also awarded 'Star of the Week' certificates mainly for academic success but they can also be for positive behaviour choices/character traits.

## **2. Consequences of Negative Behaviour**

When negative behaviour occurs we need to be able to respond quickly, positively and effectively.

Staff at St David's School employ, consistently and clearly, a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule.

### **Early Years**

The children in Nursery and Reception have 'Consequence Clouds' or a 'Consequence Ladder' (respectively) on display in their classroom. Each child has a laminated picture/name which can move up or down the clouds/ladder during the day. Each day the system begins afresh.

- A child will be given two verbal warnings.
- On a third warning (for certain behaviour) the child's laminated picture/name will be put on the sad cloud/first rung of the ladder and they will have 'Time – Out' away from their group (but still in the classroom) for 1 - 3 minutes.
- On a fourth warning the child will be moved to the other classroom (Nursery or Reception) for 3 - 5 minutes (according to their age).

### **Forms 1 - 6**

Each class has a traffic light system of cards to reinforce the warning system visually. The system is renewed at the beginning of each day and each afternoon. Therefore, the morning and afternoon are two separate 'sessions'

If a child is not keeping our rules, if appropriate, we will begin by praising someone who is near that child to gently remind them of our expectations.

If this does not help we have a series of consequences if someone breaks a rule.

1. A first warning is given because the choice made has not been good. The child stays on a green card.
2. A second warning is given and recorded by giving a yellow card. If appropriate the child is moved away from other children.
3. A third warning is given and recorded by giving a red card. The child is then kept in at break/lunch for a length of time depending on the age of the child. This will usually be 5 minutes for children in Key Stage 1 and 10 minutes for children in Key Stage 2. However, the actual length of time is up to the teacher's discretion according to the nature of the negative behaviour. The child may also be required to write a letter of apology if appropriate. The Class Teacher will keep a record of the reasons why a child has received a red card.
4. If a further incident occurs this is recorded by the Class Teacher. The child is either sent to another class or to the Deputy/Head Teacher (depending on the negative behaviour).

When a class is away from their classroom e.g. Art/ICT/Music/PE, teachers will communicate with each other if children have already received warnings in that 'session'. If a specialist teacher gives a red card they will inform the Class Teacher who will keep a record. The teacher who gives a red card will be responsible for supervising the child during their break time for the determined length of time.

If a child behaves in such a way that there is any pattern in the cards given or consistent cards are being given, the parents are contacted by the Class Teacher and a meeting may be arranged. We contact parents to keep them in the picture, to discuss ways to respond and give a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances which can affect children's behaviour and that reasonable adjustment to the warnings system may be required when dealing with children with special educational needs/disabilities. However, in general we try to maintain the effect and impersonal nature of the warnings i.e. we aim to remove the personal judgement so children understand and accept the school rules.

An individual behaviour target card and relevant sanctions will be introduced for specific children when considered appropriate. Parents will be informed of this.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher stops the activity and prevents the child from taking part for the rest of that session.

Corporal punishment is prohibited during any activity (whether or not within the school premises) and neither can it be threatened. This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances as outlined in the Reasonable Force and Restraint Policy.

The school does not tolerate child on child abuse of any sort. This may include bullying (including cyber-bullying), sexual violence, sexual harassment, physical abuse, up-skirting, sexting, initiation/hazing type violence and rituals. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (please refer to the Anti-Bullying Policy). If the behaviour continues parents will be informed and, if there is reasonable cause to suspect a child is suffering or likely to suffer significant harm, the matter will be reported to the Croydon LADO. The offending child will be excluded if necessary if previous interventions have been unsuccessful. Please also refer to the Child Protection and Safeguarding Policy.

### **Serious Misconduct**

Serious misconduct (e.g. being disrespectful to staff or fighting) is very rare at St. David's. Such behaviour would mean warnings are automatically by-passed to either stage 3 or 4 of the system. In extreme circumstances a child may be sent home for a period of time to reflect on their behaviour. Any period of time longer than one day will be regarded as a suspension and the Governors will be notified (see 'Responsibility of the Head Teacher').

### **In the Playground**

Virtual yellow and red cards are used in the playground in the same way as in the classroom.

- A child is given a first verbal warning
- On a second warning a child is given a virtual 'Yellow Card'.
- On a third warning a child is given a virtual 'Red Card' and 'Time – Out' on a bench for an appropriate length of time (determined by the duty teacher). The Class Teacher will be informed and the teacher on duty will record it in the 'Incident Book' in the staffroom.
- If there is a serious incident, the child will immediately be given a virtual 'Red Card', the incident will be recorded in the 'Incident Book' and parents will be contacted by the Class Teacher if necessary.

### **EQUAL OPPORTUNITIES**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children and adults fairly and apply this policy without prejudice in a consistent, non-judgmental way.

### **MONITORING**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records any red cards given. Records of serious incidents and related sanctions/action that occur at break or lunchtimes are kept in an 'Incident Book' in the staff room.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial and homophobic incidents are also recorded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

Anti-bullying  
Child on Child Policy and Procedures  
Child Protection and Safeguarding  
Collective Worship and Assembly  
Complaints  
Equalities  
Exclusion  
PSHE  
Reasonable Force and Restraint  
Relationships, Health and Sex Education  
Staff Handbook

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