



"I am able to do all things by the one who strengthens me" - Phillipians 3:14

GROWING - BELIEVING - SUCCEEDING

" We will all achieve our very best by loving learning, showing resilience and by developing Christian values within our community".

PLEASE REFER TO THE COVID-19 POLICY FOR SUPPLEMENTARY GUIDANCE

POSITIVE BEHAVIOUR POLICY

In order to help our children to develop strong British Values and to grow personally, socially, spiritually and academically we have agreed the following aims:

1. To provide a stimulating environment to enhance the educational opportunities presented to our children.
2. To promote in the children open and enquiring minds, independence, self-motivation, self-confidence, self-respect and a sense of self value/worth.
3. To instil pride and enjoyment in their work, willingness to co-operate and to sustain the resilience needed to complete a task.
4. To encourage the children to do their best in everything.
5. To help children acquire respect for others and to prepare them to be responsible citizens in school and the wider world/community.
6. To help children understand the society in which they live and the interdependence of individuals, groups and nations.

How will we achieve this?

In order to fulfil our aims we need to emphasise the importance of good behaviour. We think children learn best when they are clear about what is expected of them and when those expectations are continually and consistently reinforced using positive and precise language.

To help us to do this we have agreed 5 school rules.

These rules provide a model for the behaviour we expect to see in school. These rules will be displayed around school.

School Rules

1. We are always helpful and polite.
2. We do what grown-ups in school ask us to do.
3. We work, move and talk sensibly.
4. We let others work and play in peace.
5. We respect other people and their property.

We believe that we should strive to recognise and praise good behaviour as it occurs, reward pupils for behaving well, explain and demonstrate the behaviour we would like to see, ensure that criticism is constructive and encourage children to be responsible for their own behaviour.

We believe good behaviour should be reinforced through the awards of privileges and rewards, which may include:

- stickers
- free choice of activities
- special mention in Collective Worship
- presentation of a Head Teacher's Award
- a Chance Card (see appendix 3)
- Excellent Behaviour Badge
- Whole class treats
- Postcards and phone calls to home

Merit awards and certificates

Policy approved.....at a Full Governors Meeting

Date of meeting: 12th May 2022

Minute Number: 12.7

Renewal Frequency: Annual



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Merit awards are used by all staff to reward children for very good work, or exceptional effort in a piece of work. It is recognised that in order for children to produce very good work, and therefore make progress in their learning, appropriate behaviour is necessary.

Examples of inappropriate behaviour

- Answering back
- Refusing to work
- Swearing
- Violent behaviour
- Defiance
- Any unsafe behaviour
- Damage to school property

Discouraging inappropriate behaviour

There may be occasions when children forget the rules and expectations. When this happens, the following stages will apply, if appropriate:

1. The child will be informed that he/she has received a warning.
- 2a. The child will be informed that he/she will lose some/all of playtime and complete unfinished work.
- 2b. If poor behaviour continues the sanction is given and a behaviour monitoring card is issued out by the class teacher. Key Stage 2 children will also have to complete a Time to Think sheet.
3. When the monitoring card is issued parents will be informed of their child's behaviour by the class teacher.
4. If the child's behaviour continues to be poor, they will be sent to the Headteacher and the child's parents will be invited into school to discuss the incident/s and ways forward. The incident/s will be recorded in the Behaviour Book.
5. Violent or deliberately unsafe behaviour may mean stage 4 should be used without stages 1, 2 or 3.

A fresh start is to be given the following day. Children are reminded of our Christian ethos of accepting responsibility for their actions, forgiving, forgiveness and reconciliation. Playtime can be lost in periods of 5 minutes.

It may be necessary to use a report to monitor the behaviour of a child, lesson by lesson or session by session, for a given length of time.

It is anticipated that the incidence of a child reaching stage 4 will be very rare. In the event that it has been repeated soon after the previous occasion, the Headteacher will consider whether to apply Derbyshire County Council's procedures for fixed term or permanent exclusion. Parents would have the right to appeal in all cases.

Lunchtime behaviour management

Midday supervisors have a vital role to play in the behaviour of children. Chance cards, stickers and certificates can be awarded to children who show positive behaviour. The Senior Midday Supervisor will decide whether a child needs to be referred to the class teacher or Headteacher. Class teachers and the Headteacher will decide on the appropriate sanction for the child during the afternoon. Lunchtime notepads to be used to record behaviour.

Appendix 1

Playground Rules

Policy approved.....at a Full Governors Meeting

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1. Think about the safety and enjoyment of other people as well as yourself.
2. Ball games, using a school ball, can be played at the discretion of a member of staff.
3. Rough games, like Bulldog, can hurt people and damage clothing so they cannot be played at school.
4. The member of staff in charge on the playground will decide if the field is fit to use.
5. Remember to go to the toilet before playtime and lunchtime instead of during playtime and lunchtime.
6. When the bell rings, everyone should stand still. When the second bell rings, everyone should walk to their class lines and stand quietly.
7. HAVE FUN, BE ACTIVE AND PLAY SAFELY.

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POSITIVE BEHAVIOUR POLICY

Appendix 2

CHANG E	CHANG E	CHANG E
CHANG E	CHANG E	CHANG E
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