

# POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY



## VANTAGE ACADEMY TRUST

Date approved: September 2023

\*Date for revision: September 2024

Responsibility: Local Advisory Board

Approved by the Directors

Signature of Chair \_\_\_\_\_

\*subject to any relevant changes in legislation or other appropriate guidelines

### VISION

## *Proverbs 22:6*

### *Our Vision*

*'Our trust aspires to ensure that everyone, no matter of faith, receives the opportunity they deserve to flourish as learners and as global citizens. Our commitment to excellence in teaching and learning, in the curriculum provision, across our learning environments and in the quality of staff we employ, is all key to providing children and young adults with the very best start and preparation for life.'*

### *Our Values*

TOGETHERNESS      ASPIRATION

SERVICE

We also believe that all staff should have a right to teach and support children's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning.

It will encourage independence, self reliance and ultimately self-discipline and a sense of responsibility.

## AIMS

- ❖ To foster high standards of behaviour through high expectations and positive role-models from Reception to Year 6.
- ❖ To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.
- ❖ To actively promote good behaviour through positive encouragement and rewards rather than negativity and punishment.
- ❖ To provide a simple and fair framework of expectations, which is understood by all and applied consistently by **every** member of staff.
- ❖ To promote self-respect and develop self-esteem through high expectation of standards of dress and cleanliness.
- ❖ To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- ❖ To promote a partnership between teachers, parents and children to develop mutual respect and understanding.
- ❖ To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

## OBJECTIVES

- ❖ To expect and demand high standards of behaviour at all times.
- ❖ To expect and demand politeness and good manners at all times.
- ❖ To teach children to listen when appropriate, not to interrupt others and to learn to take turns.
- ❖ To celebrate success, both social and academic.
- ❖ To encourage the acceptance of an increasing level of responsibility.
- ❖ To build and consolidate feelings of self-respect and self-esteem.
- ❖ To provide opportunities for children to work towards the goal of self-discipline.

## TEACHING AND LEARNING

- ❖ All classrooms will be well managed and organised reflecting the high standards expected.
- ❖ All work provided will be relevant, appropriate and stimulating.
- ❖ All areas of school will be kept appropriately tidy, both by staff and children.
- ❖ All members of staff will expect high standards of behaviour from all children at all times.
- ❖ In conversation, children will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible.
- ❖ All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.
- ❖ In teaching situations children will be expected to raise their hand before addressing a member of staff, where appropriate.
- ❖ Children will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns.
- ❖ Class teachers have responsibility for individual children's behaviour within their classroom but must communicate any concerns to the Leader of that Key Stage so that strategies can be discussed and agreed before more formal steps are required. The SENCO will then be informed to discuss further needs of individual children.

## THE USE OF REWARDS WILL HEAVILY OUTWEIGH THE USE OF PUNISHMENTS

- ❖ Punishment will involve the expression of disappointment, displeasure or surprise. Internal incentives/programmes may be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations.
- ❖ Private rather than public reprimands will be made whenever possible.
- ❖ Humiliation **will not** be used.
- ❖ Criticism will focus on the behaviour NOT the child.
- ❖ Children **MUST NOT** be excluded from lessons as a punishment, unless the other learners' are distracted.
- ❖ Children **MUST NOT** be left unsupervised.
- ❖ Staff will not negotiate with children in matters of discipline. (Individual views should be listened to but staff must not be drawn into arguments when investigating incidents)
- ❖ All children must be treated equally in matters of discipline.
- ❖ Structured teaching of behaviour and self-esteem comes through our PSHE scheme (Jigsaw). Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.
- ❖ Every September, the class teacher must discuss the class rules with their children. They must be displayed in the classroom all year and be linked to the Personal Learning Goals.

- |                           |  |
|---------------------------|--|
| 1. Do be gentle           | Do not hurt anyone                       |
| 2. Do be kind and helpful | Do not hurt people's feelings            |
| 3. Do work hard           | Do not waste your or other people's time |
| 4. Do look after property | Do not waste or damage things            |
| 5. Do listen to people    | Do not interrupt                         |
| 6. Do be honest           | Do not cover up the truth                |

## OUR SCHOOL REWARD SYSTEM

Our whole school reward system is based on the principles from Class Dojo and celebrated through 'Dojo Time'. (See appendix 1 for further information)

The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness and good behaviour and promotes a positive atmosphere and fosters the notion of high expectation. As a school, we use Class Dojo – teachers may use other rewards, incentives, initiatives in their classrooms.

- ❖ Verbal and tangible rewards e.g. praise, written comments, stickers for children to put on sweatshirts.
- ❖ Special mentions in class – public praise in front of peers.
- ❖ Displaying children's work.
- ❖ Showing children's work to parents, other teachers and the Principal.
- ❖ Giving children classroom responsibilities.
- ❖ Valuing children's opinions through circle time and allowing children the opportunity to praise each other.

## LUNCHTIMES

- ❖ Good behaviour at lunchtimes must be rewarded frequently by the lunchtime supervisors – linked to Class Dojo.
- ❖ All children must treat lunchtime supervisors with exactly the same respect they would afford any member of the teaching staff.
- ❖ They should observe the same playground rules they do at any other time of day.
- ❖ On completing their meal, children will leave the hall in an orderly fashion.
- ❖ Any child demonstrating anti-social behaviour will dine with one of the Senior Leadership Team.
- ❖ Misbehaviour may result in a warning/negative dojo.
- ❖ Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary.
- ❖ At lunchtime, children will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression.

## KS1

- ❖ Positive reinforcement - Daily stickers for good behaviour throughout the dinnertime, both inside and out.
- ❖ Children who are not able to share, take turns or who are being aggressive with other children will have 5 minutes time out standing on the wall.

## KS2

- ❖ Lunchtime supervisors use Dojo to promote positive behaviour. A three strike system is used if a child misbehaves. After the third strike, the child is removed from the situation to have their lunch or visit a member of the Senior Leadership Team.
- ❖ This strike system is used at different points in the year linked to class/school events.
- ❖ Any child who cannot follow these rules will be sent to the senior leader for their Key Stage.

## WET LUNCHTIMES

During wet lunchtimes, children must go to the toilet before returning to their classroom after eating their dinner. The children will return to their own classroom, supervised by the welfare staff.

## PARTNERSHIP WITH PARENTS:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Willow Tree, we value the voice of our pupils and their parents/carers. If a parent feels like a behavioural issue has not been managed by the class teacher in the first instance then the following procedure should be adhered to:

1. Request an appointment with the Key Stage Lead to discuss concerns.
2. If a parent seeks further support from school, request an appointment with the Principal.
3. If a parent is not satisfied with the internal procedures following intervention from the Key Stage Lead and Principal, a written letter should be addressed to the Chair of the Local Advisory Board (details below).

**Jessica Sutherland**

**Chair of Willow Tree Primary's Local Advisory Board**

## INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

## OTHER RELATED POLICIES

- ❖ Safeguarding & Child Protection
- ❖ PSHE
- ❖ Health and Safety
- ❖ Equal Opportunities
- ❖ Inclusion
- ❖ Anti-Bullying



## CHILD ON CHILD ABUSE – KCSIE 2023

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse.

### **Para. 48 – KCSIE 2022**

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include but is not limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals

**Keeping Children Safe in Education, September 2023**

Child-on-child abuse is abuse and will never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy, anti-bullying policy and child-on-child flow chart.

## APPENDIX 1

### DOJO TIME

Internal incentives/programmes may be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations.

These are the Dojo Time guidelines.

- ❖ Dojo Time will be 30 minutes of set activities, within each classroom.
- ❖ Activities can be set by the class teacher, but must link to mindfulness (relaxing music, arts/crafts, jigsaws etc.). No films should be played during this time.
- ❖ In order to gain all 30 minutes of Dojo Time, pupils must have 100% positive points from Monday to Friday.
- ❖ 5 minutes will be deducted from Dojo Time for every negative dojo received.
- ❖ Positive and negative dojos can be given by any member of staff linked to our Personal Learning Goals and our Golden Rules.
- ❖ Negative dojos will automatically be given for any unauthorised absences, lates after the register closes and/or being unprepared for any lessons (PE kit, musical instruments etc.)
- ❖ Children's work and extra-curricular activities can be celebrated with the whole school and parents, via the Class Dojo app/website.
- ❖ All positive/negative points will be reset to zero on Friday, after school, ready for a fresh start at the beginning of the following week.
- ❖ Children will receive a verbal warning for inappropriate behaviour.
- ❖ If they persist with inappropriate behaviour they then will receive a negative dojo.
- ❖ If this carries on, the pupil must be sent to a Senior Leader **at the end of the lesson**. A member of staff needs to bring them to ensure the correct explanation is given!
- ❖ A child will go straight to the Principal for intentional physical violence or inappropriate verbal abuse. In this case, professional judgement by SLT will be used with regards to the consequence.