

# Behaviour Policy

# How did we get here?

- Questionnaires to all parents and staff members
- 12 questions were asked to a representative group of pupils from across all year groups

## **Key findings from children**

- The vast majority of pupils enjoy school
- All children stated they feel safe and listened to at school
- All children named adults they can talk to if they are worried
- Most agree that behaviour is good in their lessons and around the school
- Significant majority stated that if bullying occurs, it is dealt with.
- All agreed that they are taught to respect people from all backgrounds and to treat one another equally.

Children's responses to 'What makes you feel unsafe at school?' centred mainly around feeling left out or injuring themselves/being hurt. Some comments included friends and other children being unkind.

Children asked 'What do you think good behaviour looks like?' responded with a wealth of positive ideas. Most of these centre around respect, good manners, being kind/nurturing and following the rules.

Most children responded to the question, 'How do you think good behaviour should be rewarded?' with reference to house points, choosing time/extra play, verbal praise, special activities, informing parents and tangible rewards such as stickers (and Pokemon cards!).

# How did we get here?

## **Key findings from staff**

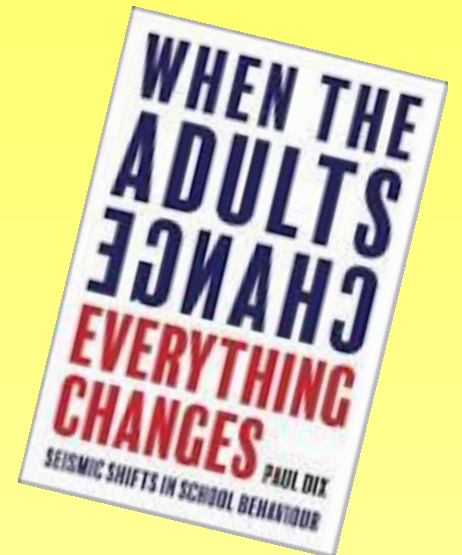
- Behaviour management should be positive – building relationships and mutual respect
- Adults should set a good example to children, e.g. modelling good manners, speaking respectfully and calmly to children
- Collaborative approaches are most effective
- Consistency is key and every member of the community must be expected to be on board
- Strategies for managing challenging behaviour are clear
- Expectations are calm, firm and fair
- Treat every day as a fresh start
- Promote an atmosphere where every child has the opportunity to be the best version of themselves

## **Key findings from parents**

- Over 70 parents responded to the survey online and stated that behaviour was good across the school, and in many cases, excellent
- Parents would like to receive further communication around behaviour – positive and negative
- Children who are ‘challenging’ are the main area for concern
- Parents like the school values

# Next Steps

- Our working party of staff considered the research of behaviour expert, Paul Dix, author of 'When the Adults Change'
- The working party analysed the results of the surveys and sought out similarities to become the essential foundations forming our policy. Consistent themes included: collective responsibility, high praise/high accountability, greater communication, reflection/repair
- We agreed that a move away from 'school values' was important to launch a new approach for all stakeholders in our school
- Several drafts of the policy were written and presented to staff to consider. This was so that we could ensure our policy would cover the majority of day-to-day positive and negative behavioural experiences.



# Key Messages

- Excellent behaviour is expected and celebrated – it helps everyone to learn, keeps everyone safe and improves enjoyment of school
- We provide children with choices so that they are empowered to take greater responsibility for behaviour
- We expect everyone to be responsible for behaviour at our school
- We do not have a ‘one size fits all’ approach to behaviour management and recognise that children presenting additional needs require different approaches, which must be reviewed regularly, according to their success.

# PURE Certainties

- Replaces the six school values

**Positivity** – We have a ‘can do’ attitude and take pride, recognising and harnessing individual talents.

**Urgency** – We are pro-active and recognise the importance of every moment.

**Resilience** – We are curious to try new things and confident to challenge ourselves.

**Equity** – We value and celebrate differences and develop individuality.

# Behaviour Certainties

These can be considered 'rules' – we chose 'certainties' because it implies expectation. These can be applied to adults and children in almost all situations.

## Our Behaviour Certainties

1. I am well mannered, polite and kind to all around me.
2. I take pride and look after the school environment.
3. I collaborate effectively to learn from others.
4. I follow adult instructions first time.

# What children will see

- Consistency in praise and rewards, reminders and consequences, unless adaptations are required.
- We are working with a graphic designer to create a variety of behaviour rewards and reminders to support the children.
- Classrooms have Recognition Boards and displays to highlight examples of excellent work from pupils (effort, improvement and attainment are considered and celebrated).
- Weekly assemblies celebrating together.
- Opportunities for reflection (see appendices)

