



The Shared Learning Trust

THE VALE  
ACADEMY

# Positive Behaviour Policy

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<b>Policy Title:</b>	Positive Behaviour Policy	<b>Owner:</b>	Tracy Dutton
<b>Review period:</b>	1 year	<b>Approval by:</b>	Principal
<b>Effective date:</b>	1 <sup>st</sup> October 2023	<b>Next review date:</b>	1 <sup>st</sup> October 2024



# The Vale Academy Positive Behaviour Policy

The Vale Academy Behaviour Policy promises to:

- promote good behaviour, self-discipline and respect
- ensure that pupils complete assigned work
- regulate the conduct of pupils
- prevent bullying

## Rationale

We believe that all members of the academy's community have the right to learn without disruption from other pupils and to feel safe and secure within the Academy.

We believe that by promoting positive behaviour pupils are encouraged to take responsibility for their actions and develop self-control, which will improve their self-esteem.

Good relationships between staff, parents and pupils should form the foundation for this policy. Mutual respect is crucial to maintain or re-establish good behaviour.

Close partnership with parents is valued to develop and maintain good behaviour.

It is these beliefs and our 'Core Values and Rules' (**Appendix 1**) that lead to a positive and inclusive practice within our Academy; a practice that will foster respect and consideration for others regardless of sex, educational or physical ability, religion or cultural background.

The basis for good behaviour is a respect of other people, their property and the academy environment.

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## 1. Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
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It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Consistently being unfriendly, excluding or purposefully tormenting another pupil.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence on a consistent basis.
Racial	Racial taunts, graffiti, gestures aimed at another pupil.

Sexual	Explicit sexual remarks display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing on a consistent basis.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any suspected incident of bullying must be reported to the school immediately so the situation can be rectified. Parents can report this via email, phone call or face to face with a member of staff.

Accusations of bullying will be looked at by a member of the SLT.

In the event that bullying is taking place the school will work take the appropriate action to sanction the perpetrator/s. Please see section 7 which details our sanction process. The school will also support any pupil or pupils that have been bullied, making sure that their wellbeing is well looked after.

Staff at the Vale Academy work hard to know their children so they can spot any changes in their behaviour that could occur due to bullying.

Staff need to work with children to ensure that they are aware of the consequences of their actions and can learn from their mistakes.

## **5. Roles and responsibilities**

### **5.1 The Trustees**

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Head of School**

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School, with the support of the Behaviour Lead, will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each pupil is an individual, and to be aware of their (special) needs.

- To offer a framework for social education.
- To implement the behaviour policy consistently.
- To record behaviour incidents using the system in place.

The senior leadership team will support staff in responding to behaviour incidents.

#### **5.4 The Parents/Carers' Responsibilities Are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations. Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- To ensure that their child has good attendance at school.

### **6. Pupil code of conduct**

Children's Responsibilities are: (appendix 1)

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- Behave in an orderly and self-controlled way.
- Show respect to all members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given. Refrain from behaving in a way that brings the school into disrepute, including when outside school and online

### **7. Rewards and Sanctions**

#### 7.1 List of Rewards and Sanctions

The Academy and teachers will use a range of strategies to reward good behaviour. Teachers will use their professional judgement when giving appropriate rewards. The following is an exemplar list and teachers may use other types of appropriate rewards to reinforce and commend good behaviour. **(See appendix 2)**

- ✓ Verbal praise
- ✓ Stamps and certificates
- ✓ Motivators (These are issued under the headings of **Valour, Aspiration, Leadership and Excellence**) and can be viewed on Arbor
- ✓ Head teacher Awards
- ✓ Stickers and comments in diaries
- ✓ Congratulations post cards

- ✓ Phone calls home to parents
- ✓ Special responsibilities/privileges
- ✓ Consideration for Student Ambassador Roles

The school may use one or more of the following sanctions in response to unacceptable behaviour: **(see appendix 3)**

- ✓ A verbal reprimand x2
- ✓ Sending the pupil for a time out either in class or outside.
- ✓ Expecting work to be completed at break or lunchtime
- ✓ Detention at break or lunchtime
- ✓ Referring the pupil to a senior member of staff
- ✓ Letters or phone calls home to parents
- ✓ Agreeing a behaviour support plan
- ✓ Putting a pupil 'on report'
- ✓ Referral to outside agencies
- ✓ 1:1 discussion/mentoring
- ✓ Loss of privileges e.g., school disco, school trips, mufti days
- ✓ School based community service or imposition of a task – such as picking up litter, tidying classrooms, clearing the dining hall, removing graffiti.
- ✓ Attendance or punctuality support programme
- ✓ Confiscation or disposal of a pupils' property or food if appropriate
- ✓ Temporary or permanent exclusion
- ✓ Behaviour Support Days/Isolation – pupils can be given reflection time/or work to be completed. Staff will decide the length of time and what the pupil may or may not do.

This is a list of exemplar strategies that may be used, but teachers may use other strategies using their professional judgement to support the pupil with their educational, behavioural, social/emotional needs.

We may use internal seclusion in response to serious or persistent breaches of this policy. Pupils will work with the Head of School or Behaviour Lead during this time.

Serious incidents can also result in an exclusion for a set period of time. This is at the Head of School's discretion.

**The EYFS implement their own reward and sanction system, that reflects the age and needs of the children. This prepares them for future learning in KS1 and beyond. (Appendix 5). Elements of this policy will be introduced in the Summer term or earlier if the cohort of children are ready.**

## **7.2 Off-site behaviour**

Sanctions will be applied when back at school if a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. If the behaviour is more serious, parents/carers may be expected to collect them immediately.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.



## 7.4 Use of the behaviour chart system and Arbor behaviour log:

Each class should display a laminated “emoji behaviour chart.”

The chart has 4 steps. At each step a child can look across and see their behaviour and also the sanction that goes along side this. (**Appendix 4**)

If a child displays persistent poor behaviour, they will be placed on a behaviour support plan. Advice will be sought from the Behaviour and Wellbeing Learning Support Mentor and/or Behaviour Lead.

The pupil may receive weekly one-to-one sessions where behaviour can be discussed to help them make the correct choices.

If behaviour still does not improve, they will move to behaviour report or an eternal seclusion where necessary.

Repeated bullying, racist abuse, homophobic abuse, violence and defiance that risks pupils or staff safety, needs to be reported immediately to a member of SLT.

### **Reporting behaviour and monitoring impact:**

It is the responsibility of all staff to report incidents that warrant a record on the behaviour incident log in school. These are recorded and uploaded onto CPOMS or as an incident on Safeguard if the incident is a level 3.

It is the role of the Behaviour Lead to collect and report all serious behaviour incidents. Behaviour incidents will be discussed with member of the SLT and Key Stage Leaders.

## **8. Behaviour management**

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at the Vale Academy. This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, and visitors, depend on them to behave in a mature, well-mannered and respectful way. Of course, this is not a one-way process and children need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, carers, visitors, teachers and children must treat each other with a level of mutual respect.

Children, parents and carers should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.

We encourage children to have good manners and grownups alike must model this.

### **8.1 Classroom management**

#### **Encouraging outstanding behaviour for learning in school:**

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good behaviour and discipline within the school.

As children, within the framework of the school, spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to: -

- Make clear our expectations of good behaviour.
- Discourage unacceptable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Praise good behaviour both privately and publicly.
- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice. Use a firm voice (not shouting voice) if needed.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Make sparing and consistent use of punishments. This includes wholegroup punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils.
- Speak to pupils and get their viewpoint.
- Analyse their own classroom management performance and learn from it. This is probably the most important message of all.

All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for the behaviour and discipline of the pupils and must ensure that continuity exists between all personnel within the establishment.

Where continuity exists so does security. All children in school need to know the rules of the school.

Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/carers.

In focusing on behaviour and discipline, it is important that parental co-operation and support are there within the school in order that the school can move progressively forwards.

## **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them: (As also outlined in Positive Handling Policy)

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### 8.3 Confiscation

***Any prohibited items found on pupils' possession will be confiscated.***

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

**Mobile phones** are not allowed in the academy. However, The Academy recognises that some children who walk to and from school may need to carry a mobile phone. In these circumstances, parent/carers must complete the mobile phone usage agreement and return it to the school office. Once complete, your child is able to bring a mobile phone. However, the phone will need to be handed in to staff. It will be locked away during the day and handed back at the end of the day. If this rule is not followed, the device will be confiscated and no longer allowed in the academy

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When specific needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

## 9 Exclusion

Exclusion can include;

- a. **Withdrawal from class/activity**
- b. **Fixed term exclusion**
- c. **Permanent exclusion**

### 9.1 Withdrawal from class/activity

Where a student's behaviour causes disruption to the class/activity, poses a risk to themselves or others or otherwise

## 10 Permanent Exclusion

The Head teacher may decide to exclude a pupil permanently

- in response to a serious breach or persistent breaches of the academy's behaviour policy
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

## Appeals Process

### Fixed Term Exclusions

Should your child receive a fixed term, you will receive a letter detailing the reason for exclusion as well as details telling you what to do if you disagree with the decision.

If your child is excluded for 5 days or less and you disagree with the decision, you can in the first instance have your views heard by the Governing body, however at this stage they are unable to overturn the Headteacher's decision.

If your child is excluded for more than 5 days, or an exclusion means that your child will miss an exam or national curriculum test, you can appeal to the Governors to overturn the decision.

### Permanent Exclusions

You'll be invited to a review meeting with the school's governors if your child has been permanently excluded. This will happen within 15 school days.

If the governors don't overturn the exclusion, you can ask for an independent review by your local council or the schools academy trust). The governors must tell you how to do this.

If your child is still excluded you can ask the Local Government Ombudsman to look at whether your case was handled properly. They can't overturn the exclusion.

## 10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Ongoing training is provided to staff at staff training sessions and additional training is arranged for staff when a need arises.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

### Evaluation and Monitoring

This policy will be reviewed yearly. As an academy, we will look at the following issues:

- Has the behaviour of most pupils remained good?
- Have the Behaviour Support Programmes been effective for most pupils using them?
- How effective have the reward systems been to promote good behaviour?

Have the consequence procedures been used effectively to promote positive behaviour?

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E safety policy
- Complaints
- Attendance and Punctuality

- Homework
- Positive Handling Policy

### **DfE Guidance including**

Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2012

Behaviour and Discipline in Schools January 2016

Searching, screening and confiscation – [publications gov.uk](https://www.gov.uk)

Use of reasonable force in schools – [publications gov.uk](https://www.gov.uk)



## Our Rules

### Ready

- Wear correct and smart uniform at all times
- Be ready to learn having the correct equipment, lanner and positive attitude
- Show a determination to do your best
- Push yourself to be the best you can be








### Respectful

- Listen carefully when an adult or another child is talking
- Speak respectfully to your friends and adults in the academy
- Use good manners and be kind to others at all times
- Keep the academy tidy and litter free

### Safe

- Walk inside the academy and across the quad
- Do all you can do to promote equality and fairness
- Act as a positive role model
- Keep your hands and feet to yourself
- Think before you speak out

# Positive Behaviour at the Vale Academy

<p style="text-align: center;"><b><u>End of Term Celebration</u></b></p> <p>Receive a bronze, silver or gold certificate to earn your prize</p>	
<p style="text-align: center;"><b><u>Head Teacher, Year Group and House Awards</u></b></p> <p>Awards in termly assemblies for effort and achievement</p>	
<p style="text-align: center;"><b><u>Class Awards</u></b></p> <p style="text-align: center;">Star of the Week</p> <p>Weekly reward to the class that earns the most motivators – each Key Stage will win a Golden Time</p>	
<p style="text-align: center;"><b><u>Golden Time</u></b></p> <p>Enjoy fun activities on Friday afternoon by earning the most motivator points each week.</p>	
<p style="text-align: center;"><b><u>Green Stickers</u></b></p> <p>1 Green sticker = 1 house point          10 green stickers = Bronze house point and a prize.          20 green stickers = Silver house point and a prize          30 green stickers = Gold house point and a prize</p>	
<p style="text-align: center;"><b><u>Motivation Stamps</u></b></p> <p>Earn 3 motivation stamps for a green sticker, 1 house point and a step on your ladder of success</p>	
<p style="text-align: center;"><b><u>Verbal Praise</u></b></p> <p>Your teacher is proud of your efforts and positive engagement</p>	
<p style="text-align: center;"><b><u>Positive postcards</u></b></p> <p>Teachers will send home a postcard to celebrate positive news.</p>	

## Appendix 3

The Vale Academy Values	Level 1	Level 2	Level 3
<p>Expected levels of behaviour to be promoted and recognised within three areas:</p> <p>Ready Respectful Safe</p>	<p>Misbehaviour that can be effectively managed within a classroom or dining room by member of staff.</p>	<p>Misbehaviour that is not easily managed within the classroom or dining room or Persistent Level 1 Behaviour. Notify and inform senior staff/class teacher and parents.</p>	<p>Misbehaviour, which results in formal involvement of the Senior Leadership team and parents with possible outside agencies or persistent level 1 and 2 behaviour.</p>
Behaviour	Behaviour	Behaviour	Behaviour
<p>Pupils who consistently uphold the academy values of being ready and equipped to learn, demonstrating pride in personal presentation and representation of the Academy, respectful to all staff and peers, honest, understanding, hardworking and caring whilst keeping themselves and others safe from harm.</p>	<ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Poor quality of work – no effort</li> <li>• Lack of concentration</li> <li>• Throwing items</li> <li>• Name calling</li> <li>• Rough play</li> <li>• Shouting out/ chatting/ talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Refuse to cooperate with staff/defiance</li> <li>• Deliberate damage of property</li> <li>• Leaving classroom without permission.</li> <li>• Rudeness towards another adult.</li> <li>• Swearing</li> <li>• Rough behaviour that hurts someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Spitting</li> <li>• Racism or Homophobia</li> <li>• Threatening the safety of others.</li> <li>• Deliberate causing significant harms to others</li> <li>• Theft</li> <li>• Behaviour on trips that endanger others.</li> <li>• Behaviour causing risk to self.</li> <li>• Behaviour that brings the school into disrepute</li> </ul>
Consequences	Consequences	Consequences	Consequences
<p>Verbal Praise Motivation stamps Green Stickers House Points Star of the Week Certificates of Recognition Postcards Home Golden Time Attendance at school functions and sporting events. End of term celebration.</p>	<ul style="list-style-type: none"> <li>• Verbal/non-verbal actions – a look, a pause, a name.</li> <li>• Asked to apologise</li> <li>• Miss part of playtime</li> <li>• Moved to another place</li> <li>• Red sticker in diary</li> </ul> <p><b>Persistent Level 1 will result in moving to Level 2 or 3</b></p>	<ul style="list-style-type: none"> <li>• Red sticker in diary</li> <li>• Break / Lunchtime detention.</li> <li>• Parents informed</li> <li>• Behaviour report</li> <li>• Loss of privileges e.g. going on trips.</li> <li>• Remove from activity</li> <li>• Increased time out in class</li> </ul> <p><b>Persistent Level 2 will result in moving to Level 3</b></p>	<ul style="list-style-type: none"> <li>• Internal seclusion</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> <li>• Formal meeting with school and parents/carers</li> <li>• Appropriate reporting to external partners</li> <li>• Removal from trip/residential – sent home</li> <li>• Behaviour Support Plan.</li> </ul>



Appendix 4

**Behaviour For Learning Steps**

**Step 1 Verbal Warning**



**Step 2 Name on Board**



**Step 3 Red Sticker**  
**3 = Lunchtime detention**



**Step 4 Time Out/Withdrawal immediate  
detention/whole day withdrawal phone  
call Home**



## Early Years Behaviour Management

Our rules are:

No hurts  
Stick together  
Have fun

We discuss these rules, along with our school values, with the children regularly and use them as a basis for our behaviour management strategies.

Supporting behaviour...



All children start the day on the sunshine. Children are welcomed in and discuss how they are feeling for the day.



After two warnings the children will move to the rain cloud. They will be given a time out and a chance to reflect on their behaviour. Once they have made a good choice they will be moved back to the sunshine.



Sticker charts are used to reward behaviour in Reception



Certificates and star of the week awards are given to the children to celebrate achievements



Stickers are given to children in Nursery to celebrate positive moments