



**Dartmoor**  
MULTI ACADEMY TRUST

## GOOD BEHAVIOUR POLICY

### Purpose and aims

The purpose and aim of this policy is:

- To inform all stakeholders of how we manage pupil behaviour positively
- To demonstrate how restorative behaviour management is in line with our school and wider Trust values
- To ensure consistency of approach, expectations and action across the school
- To ensure that pupils, staff and parents are clear on the expectations of both social and learning behaviour
- To improve pupils' sense of responsibility, independence and self-discipline

### Our Values

Exbourne C of E Primary School encourages children to value themselves and each other, to become caring members of the community by taking responsibility for themselves, their actions and their choices.

*'Let us spur one another to acts of love and good deeds.'* Hebrews 10:24

Good behaviour is underpinned by our core Christian Values which are RESPECT, THANKFULNESS, PERSEVERENCE, COURAGE, COMPASSION and FORGIVENESS.

The expectation is that everyone in our school: -

- Follows our Golden Rules (co-constructed with the children)
- Respects our core Christian Values
- Shows courtesy, care and respect for others
- Is honest and truthful
- Works and plays together cooperatively
- Moves about the school in a quiet, orderly manner
- Has respect for school property and the property of others

Our school community has an inclusive approach and values the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest of standards. We act upon discrimination of any kind with an emphasis on values that promote good behaviour and a strong Christian ethos.

## Our Trust values

Our school vision and values are underpinned by Dartmoor Multi Academy Trust's co-operative values – Self-Help, Equality, Equity, Democracy, Solidarity and Self-responsibility. Together, our family of schools are united in our mission to sustain and strengthen our communities through exceptional behaviour and education, based on the needs and aspirations of our children and the communities we serve.

## Rewards system

At Exbourne C of E Primary, we pride ourselves on an inclusive and effective rewards system that acknowledges mutual respect and celebrates the learning achievements and social/ emotional successes of all our children. Inside and outside the classroom – staff consistently practise a rewards system that provides children with opportunities to be recognised and praised for their learning achievements, progress, behaviour and attendance. We believe that pupils should be regularly and fairly rewarded for these achievements, to motivate and inspire our children to achieve their very best in all aspects of school life. This vision, in turn, raises standards and improves behaviour and attendance.

- **We live together in a school where we value and show respect**
- **We show love and care through our actions towards each other**
- **We are proud to learn new things and aim to be the best we can be**

*'Let us spur one another to acts of love and good deeds.'* Hebrews 10:24

It our policy that those who go above and beyond these expectations are consistently acknowledged and praised by teaching and support staff.

Any breach of the expectations, values or rules will lead to a restorative approach where the needs behind the behaviour are addressed. To repair the situation, an adult will conduct a meeting with the child(ren) to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? Which golden rule have you broken? How could you do differently next time?

## Our Golden Rules



Listen to and respect each other



Work hard and keep trying



Be polite and show good manners



Take care of ourselves and each other



## LIVE, LOVE, LEARN

*'Let us spur one another to acts of love and good deeds.'* Hebrews 10:24



## Golden ticket system

Pupils may earn Golden Tickets for positive behaviour displayed out with the classroom, including the playground, corridor and dinner hall. Winners can have a small reward for 5 tickets (KS1) or can 'save' their tickets to receive a larger reward for 10, 15 or 20 tickets; these rewards will have been chosen by the children in collaboration with the class teacher.

**The Golden Ticket Reward shop** is set by each class teacher to reflect the interests of the class. Examples of such rewards are as follows:

5 golden tickets	<ul style="list-style-type: none"><li>• A tasty treat to have at break or lunch time!</li><li>• 5 minutes extra playtime with a friend.</li><li>• Sit on the teacher's chair!</li></ul>
10 golden tickets	<ul style="list-style-type: none"><li>• A choice of 2 songs to play the following day in class.</li><li>• Bring a teddy to school (mascot on table for a day).</li><li>• Extra responsibility in helping the teacher for a day.</li></ul>
15 golden tickets	<ul style="list-style-type: none"><li>• Sit next to a friend of your choice the following day!</li><li>• Take part in a cooking activity/ painting/ drawing session with an adult and a friend.</li><li>• 15 minutes free time on a chrome-book.</li></ul>
20 golden tickets	<ul style="list-style-type: none"><li>• Choose a friend to have an extra 20 minutes to play games and have fun!</li><li>• Cooking session with an adult</li></ul>

## Whole-class reward

As a school, whole-class rewards are in place to positively reinforce good behaviours linked to learning and social/ emotional development. Each class system varies slightly to accommodate the age and profile of the children, ensuring a high frequency of positive feedback for appropriate behaviours. A hundred bead string is a popular whole class incentive for which the pupils decide their class reward once 100 is reached.

# Achievement Assembly

Each week, teachers and support staff can nominate a 'Learner of the Week' and an 'Act of love and good deeds' to receive rewards in our weekly Achievement Assembly. These awards link to our school values and can be awarded for acts of love and kindness as well as academic achievement. In all classes, our children value and appreciate Achievement Assembly as a means of being rewarded publicly amongst their peers. This provides our pupils with an opportunity to support, share and celebrate each other's successes together, promoting inclusion and mutual respect within the school community. Golden tickets can be celebrated at achievement assembly also.

## Sanctions

As well as a restorative meeting with the child(ren) should behaviour not follow the golden rules, there are sanctions in place for poor choices in behaviour –

1. Verbal reminder of the golden rules
2. Second verbal warning – child stays behind after lesson
3. Time out to reflect on behaviour (either at side of playground or just outside classroom)
4. Miss play time following the behaviour
5. Restoration – meeting with the child to establish the need behind the behaviour
6. Telephone parents and possible meeting to develop a behaviour care plan
7. Alternative provision within school
8. Exclusion (fixed term or permanent) for persistent poor/ unsafe or dangerous behaviour

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. We believe that a shared commitment from staff, children, parents, governors and the wider community is important in promoting excellent behaviour and developing positive attitudes and responsibilities.

## Suspension

The decision to suspend from school for either a fixed term or permanently is not one that is taken lightly. Every opportunity has to have been taken to support the child in their behaviour. Parents will be informed and a face to face discussion will be had. The LSB (Chair of the Local Stakeholder Board) will also be informed.

Our school follows DCC and DfE guidance regarding suspension and we work with the Inclusion Officer from DCC when appropriate. The latest guidance can be found here - [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103122/suspension_and_permanent_exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_england_including_pupil_movement.pdf). A reintegration

meeting will take place following the suspension with the child and their parents/ guardians – unless this may be detrimental to reintegration on their return to school. The meeting will review future support and clarify behaviour expectations.

## **Anti Bullying Statement**

Exbourne Church of England Primary School takes any bullying extremely seriously; it aims to treat each case individually and takes into account any special circumstances and the needs of all pupils including those with special educational needs or disabilities. We know that pupils learn best in a safe and supportive environment that is free from disruption and in which education and wellbeing are the primary foci. Bullying of any kind is unacceptable and will not be tolerated. Bullying hurts, threatens and frightens.

## **Safe handling**

Safe handling (moving a pupil, restraint) is used as a last resort only – if the actions of the child are leading to the safety of themselves, their peers or staff members are at risk. Every effort will be made to de-escalate the situation prior to the decision to safe handle being taken. Staff members will be trained in safe handling and should take account of their own personal safety when making the decision to physically intervene.

## **Monitoring evaluation and review**

The school will review this policy annually and assess its implementation and impact regularly with staff. This policy will be promoted and implemented throughout the school. Staff will regularly review the steps taken for 'yes please' and 'no thank you' behaviour to adjust strategies as required.



