

Behaviour Policy



The Delph Side Vision for Behaviour:

We intend our pupils to acquire the skills and knowledge which will enable them to develop as individuals to be emotionally literate; confident, caring, concerned and committed to their own development, yet aware of their responsibilities to others.

Our School Staff's Role

All teachers (and School Staff) have a general responsibility for encouraging pupils to behave well at all times.

A school staff will strive to provide:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate work set and differentiated to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive achievement
- Low emphasis on punishment
- Engaging activities and enriching tasks
- High quality resources and well-organised, purposeful environments
- Quality displays of pupil's work
- Order, but not rigidity
- A wide understanding of the needs of all pupils and how they respond differently to situations.
- A safe, secure and orderly environment, where disruption is minimised.

Heart Smart

As part of our Heart Smart scheme of work, all staff will use language taken from the Heart Smart syllabus to encourage positive behaviours and reinforce positive play. 'What would Boris do?' and 'That is very Heart Smart' are examples of phrases used to promote positivity. Children will also receive weekly Heart Smart sessions in class and will take part in half-termly assemblies led by school staff.

Consistency:	Pupils need to know what is expected of them in all areas of school, by all staff. Staff will set high standards and apply rules firmly and fairly.
Courtesy:	Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.
Respect:	Staff will expect to give and to receive respect.

Behaviour Policy



Be positive:	Negative labelling can result in a vicious circle developing. Staff will take the time and patience to interact with pupils in a positive way. Separating the behaviour from the child will protect self-esteem.
Relationships:	Good relationships are vital. Staff will take the initiative to relate and communicate with pupils and each other – smile, greet, speak listen.
Environment:	The quality of the school's environment influences pupil's behaviour. Learning areas will reflect positive and nurturing spaces where the children's work is valued, and where children feel safe and orderly.

Our Pupil's Role

Our pupils are active learners who engage with the activities set by their teachers. Through their enthusiasm for learning and the tasks at hand, our children will aim high with positivity in class and will strive to maintain their own high standards of behaviour, etiquette and interactions with others. Through our Growth Mindset philosophy, our children are expected to positively impact on others' well-being, by demonstrating positive attitudes to their learning and the learning of their peers.

Pupils will be given responsibilities to help with managing everyday school life. Through their own contributions to wider school events, environments and procedures, the children will own and value their community and the people who make it a valued place.

Pupils will be encouraged:

- To respect each other's right to speak and give opinions
- Not to put other people down or laugh at them
- Not to make personal comments
- To help each other

Our Parent's Role

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years.

We believe that parents have a vital role in promoting good behaviour in school.

We will:

- Involve parents when behaviour problems arise, at an early stage rather than as a last resort. This will be achieved through daily conversations at our classroom doors and by promptly telephoning parents on the same day.
- Recognise that pupil's behaviour at school may be different than at home, and may make reasonable adjustments in order to address specific behavioural needs in school

Behaviour Policy



- Aim to reach an agreement with parents about the nature of a problem and what needs to be done
- Draw to the attention of parents good behaviour as well as poor behaviour
- Be sensitive and supportive to families under stress
- Establish partnership, home-school links and expectations of behaviour at induction evenings
- Be welcoming to all parents and encourage partnership by involving parents in the life of the school through informal contacts, classroom involvement and PTFA events
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by supporting school policies and ethos
- Aim to educate children regarding their online behaviour both in school and at home.
- Expect parents to educate their children regarding online safety and behaviour, and be ultimately responsible for their child's online conduct.

Behaviour Leader's Role following school closures

The Behaviour Leader will oversee all whole-school behaviour and deal with challenging, persistent behaviours which disrupt learning.

Each term, the Behaviour Leader will conduct a behaviour audit of classes to assess our effectiveness in managing behaviour for learning and will give feedback to teachers on strategies which work well and on areas to develop practice in.

Children's perceptions of behaviour will be considered through pupil attitudinal questionnaires, with feedback presented to staff for CPD - which will be high quality and relevant CPD.

CPD opportunities will be provided for staff to address high standards of behaviour upon children returning to full-time education. The Behaviour Leader will regularly monitor behaviour for learning to ensure a smooth transition for children back into Delph Side life, and to ensure that catch up learning is uninterrupted.

The Behaviour Leader will monitor and lead on playtime provision to ensure that children able to transition back into safe, fun and meaningful play opportunities, whilst using a covid-safe environment.

This policy was reviewed: Spring 2021

This policy will be reviewed: Spring 2022