

### **Recognising Positive Behaviour**

- ✓ Verbal praise (a kind word or just encouragement), thumbs up, smiles, applause
- ✓ Displays of work
- ✓ Praise from teachers, support staff and a member of SLT
- ✓ Praise in front of peers or parents and encouraging the children to praise each other
- ✓ Positive feedback about work or behaviour (verbal or written)
- ✓ Use of Respect Book
- ✓ Postcard to the child's parent(s) by any staff
- ✓ Dojo merit scheme for KS2 pupils
- ✓ House Point Certificates
- ✓ Cumulative group rewards (whole class treats)
- ✓ School responsibilities and jobs around school
- ✓ Headteacher's Sticker for recognised hard work, application, initiative, kindness or attitude
- ✓ Sharing examples of children's work in Assembly

### **Unacceptable behaviour is always challenged and staged consequences are used:**

- ✓ It will be made clear to the child that their behaviour is unacceptable
- ✓ A verbal warning will be given.
- ✓ 'Time out' within the classroom or at playtime
- ✓ Where a child behaviour continues to be a cause for concern, parents will be invited to discuss their child with the class teacher. Parents will be asked to support the school in conveying to their child the unacceptability of their behaviour.
- ✓ In extreme cases, where attempts to modify a child's behaviour have been unsuccessful, we will follow Cambridgeshire Exclusion guidance when appropriate.

There are links with other Policies, including our Anti-Bullying Policy – please ask for more details.

**Early communication is essential if there are ever concerns or issues so please contact the school as soon as possible so that we can support you. Thank you for your support**

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# **Behaviour Information for Parents and Carers**

*updated May 2025*

*We have six key values that underpin everything we do.*

*Our 6Rs are built around respect - respect for ourselves, others and our school.*

*We expect everyone to take on board these values at all times when they are at school because for Respect to succeed we require everyone to play their part.*

	<b>R</b>		
r	<b>E</b>	<b>flexible</b>	<i>thinking about how to get better at learning</i>
re	<b>S</b>	<b>ilience</b>	<i>sticking at something and ignoring distractions</i>
res	<b>P</b>	<b>onsibility</b>	<i>making good choices in behaviour and learning</i>
r	<b>E</b>	<b>sourceful</b>	<i>exploring different ways to get things done</i>
re	<b>C</b>	<b>iprocity</b>	<i>working with others, listening and helping</i>
	<b>T</b>		

As part of the ethos of our school we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support. As well as having their positive behaviour acknowledged, children need to be aware of what constitutes unacceptable behaviour and to know that this also has consequences.

A therapeutic approach recognises that positive experiences create positive feelings and positive feelings create positive behaviour. All opportunities to notice, model and praise prosocial behaviour should be taken by all members of our school community at all times.

## Rights and Responsibilities

Rights of BVPS Children	Responsibilities of BVPS Children
<ul style="list-style-type: none"> <li>✓ Feel safe and happy</li> <li>✓ Learn</li> <li>✓ Be treated with respect</li> <li>✓ Know my property is safe</li> <li>✓ A clean and tidy school</li> <li>✓ Be listened to</li> </ul>	<ul style="list-style-type: none"> <li>✓ Behave in a safe way</li> <li>✓ Help others learn</li> <li>✓ Respect other people</li> <li>✓ Respect and care for other people's property</li> <li>✓ Help keep the school clean and tidy</li> </ul>

Rights of BVPS Staff	Responsibilities of BVPS Staff
<ul style="list-style-type: none"> <li>✓ Work in a safe and supportive community</li> <li>✓ Have the support of pupils and all other stakeholders</li> <li>✓ Feel valued personally and professionally</li> <li>✓ Teach and work without disruption</li> <li>✓ Be shown courtesy and consideration by all the school community</li> <li>✓ Professional development</li> <li>✓ A clean, tidy and orderly environment</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Support others and provide a safe environment</li> <li>✓ Work in partnership with all stakeholders, building positive relationships</li> <li>✓ Value and respect others in the school community</li> <li>✓ Work as a team to provide children with high quality education and school experience</li> <li>✓ Treat others with care, courtesy and consideration</li> <li>✓ Attend appropriate training opportunities</li> <li>✓ Take care of school property</li> <li>✓ Provide a clean, tidy and orderly environment and share responsibility for all shared areas and resources</li> </ul>

Rights of Parents and Carers	Responsibilities of BVPS Parents and Carers
<ul style="list-style-type: none"> <li>✓ Effective communication with the school</li> <li>✓ Be treated with respect and have opinions valued</li> <li>✓ Expect the children to work in a clean, orderly and tidy environment</li> <li>✓ Receive regular feedback and useful information</li> </ul>	<ul style="list-style-type: none"> <li>✓ Work in partnership with the school and keep in regular contact</li> <li>✓ Support children's education and take responsibility for keeping informed</li> <li>✓ Actively support school decisions</li> <li>✓ Respect school staff and pupils and value their opinions</li> <li>✓ Talk positively about the school in the community</li> <li>✓ Work in partnership to support learning</li> <li>✓ Help keep the school environment clean</li> <li>✓ Ensure the children are appropriately prepared for school</li> <li>✓ Abide by the Parent/Carer/Visitor Code of Conduct</li> </ul>

Our Behaviour Policy is for the majority of our children. However, it is important to acknowledge the huge significance attached to teachers and staff knowing their children and tackling any misbehaviour in context. For a small number of identified children, including those on the SEND Register who may well have personalised support, 'blanket rules' may not be appropriate and adults will need to consider expectations that are sensitive to this and do not 'set the children up to fail' through using bespoke strategies.

We believe that all children are entitled to the support that enables them to fulfil their potential. We believe that each child should receive the resources, differentiated experiences, appropriate interventions and differentiated learning that will enable them to be successful.