



Evelyn Street, SE8 5RJ  
Tel: 020 8692 4351

E-Mail: [info@deptfordpark.lewisham.sch.uk](mailto:info@deptfordpark.lewisham.sch.uk)

Web: [www.deptfordpark.lewisham.sch.uk](http://www.deptfordpark.lewisham.sch.uk)

 deptfordparkprimaryschool

 @deptfordpark

 Deptford Park Primary School

Friday 25<sup>th</sup> October 2024

Dear Parents and Families,

Please find enclosed our draft **Positive Behaviour Policy** which is currently being reviewed by staff, pupils, parents and governors. Please take some time to read it, and we would very much appreciate your comments and feedback.

If you have any comments, you can let us know in **one** of the following ways:

**Verbally:** Please just let your child's class teacher know

**By email:** [Feedback@deptfordpark.lewisham.sch.uk](mailto:Feedback@deptfordpark.lewisham.sch.uk)

**In person:** Attend a parental workshop on, **Tuesday 5<sup>th</sup> November at 9.15 am at school** where members of my senior team will be able to listen and respond to any questions or comments.

Thank you for continued support.

Kind wishes,

Leona

Leona Baffour

Headteacher

Head Teacher: Leona Baffour





**DRAFT**

## **Achieving Positive Behaviour**

### **Policy Statement**

Deptford Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our school believes that children flourish best when their personal, educational, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their conduct. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. *Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning-behaviour, may be beneficial to the child's learning outcomes. There is strong evidence base that teacher-child relationships are key to good child behaviour and that these relationships can affect child effort and academic attainment 'EEF Improving Behaviour in Schools' 2019.*

The principles that underpin how we achieve positive and considerate behaviour are through our values: Kindness, Respect and Integrity. We recognise parents/carers as the First Educators and success for your child is enhanced when we work together to achieve positive behaviour.

### **Aims of the policy**

- To ensure that excellent behaviour is an expectation for all;
- To create a culture of exceptionally good behaviour: for learning, for community and for life;
- To ensure that all learners are treated fairly, shown respect and to promote good relationships;
- To refuse to give learners attention and importance for poor conduct;
- To help learners take control over their behaviour and be responsible for the consequences of it;
- To build a community which values kindness, care, good humour and self-control;
- To have respect and empathy for others;
- To promote community cohesion through improved relationships.

### **Building Relationships**

We do not promote shouting or raising our voices to respond to children's inconsiderate behaviour. We believe the adults need to make a connection before they can effectively grow positive behaviours in children. It's a professional responsibility to build good relationship with our children. When a child is displaying inconsiderate behaviour, it is a sign s/he is in distress. S/he requires a kind and compassionate professional response.

We do not use techniques intended to single out and humiliate individual children.

### **Physical restraint**

We use physical restraint, such as holding, only when a child is a danger to themselves or others and on rare occasions to prevent severe damage to property. Details of such an event (what happened, what

action was taken and by whom, and the names of witnesses) are brought to the attention of our Leadership Team and are recorded on a Physical Restraint Form.

## **School Pledge**

### **The school's pledge to you:**

- Across the school every child is met and greeted formally by their teacher or the member of staff leading the class.
- We acknowledge and celebrate behaviour which is above and beyond. We focus on the behaviours we want to grow. This might include: verbal praise, being celebrated on the recognition board, awarded a positive postcard, celebrated in achievement assemblies or a phone call home/communicated to the parent/carer.
- We encourage and nurture intrinsic motivations so each child wants to behave for themselves, rather than an over reliance on stickers.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- To be committed to and have high expectations of children's learning;
- To promote good behaviour including understanding and empathy;
- To promote positive role modelling;
- To have respect and consideration for others;
- To consistently apply the behaviour standards expected;
- To consistently reinforce routines and routines for behaviour around the school;
- To keep children safe and work collectively to prevent all forms of bullying amongst children;
- To provide parents with regular updates on the progress their children are making.
- To give parents transparent access to our policies (most can be found on our school website).
- To work in partnership with parents to discuss and resolve any concerns relating to behaviour;

### **Our expectations of children:**

- To come to school every day ready to learn;
- To work to the best of their ability;
- To understand and reflect their school's behaviour policy by showing understanding, respect and consideration for other children and staff and the school.

### **Your pledge as parents:**

- To encourage your children to value the opportunities that education provides;
- To support the school's Behaviour Policy, including rewards and consequences.
- To ensure that your children attend school every day, on time, ready to learn.
- To model behaviour that demonstrates understanding, respect and consideration for children, staff and the school.

### **Consequences:**

We want to give our children every chance to be successful to meet our expectations. Consequences are matched to the misbehaviour. Common consequences and responses when children do not meet our expectations might include e.g. some time out, missing playtimes. Restorative justice techniques are also used, as a way to help our children reflect and give an opportunity to change in the future.

### **Serious Misbehaviour**

In cases of serious misbehaviour, such as racial, physical or other harmful abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Our children do need to understand that there are consequences to such behaviour and will require a more comprehensive response, involving senior leaders, parents and other professionals.

### **When more support is needed:**

#### **Relational support plans and IEPs**

At Deptford Park Primary School, we recognise that one size does not fit all and some children may need more support/adaptations, because of their own personal circumstances or needs, in order to help them meet our expectations. It may be that they need a relational support plan (RSP) or individual education plan (IEP). In these circumstances we will continue to work in partnership with those involved including professionals (internally and externally), and the parents and the child themselves to provide additional support.

### **Suspensions and Exclusions:**

Suspensions and exclusions are always a last resort. Unfortunately, there may be times that a very small number of children present with extremely challenging behaviour which are prejudicial to maintaining good order and discipline in the school, and therefore meet the threshold for an internal exclusion (in school) or a fixed term suspension (externally away from school). In such instances we would continue to work with key professional, the child and their parents with the desired outcome of meeting the expectations outlined in this policy. A permanent exclusion would always be the very last resort when all other avenues have been exhausted.

### **Alternative Provision:**

For a very small number of children, despite sustained additional support, they may require alternative provision intervention or a different setting. In such instances we would continue to work with key professionals, the child and their family to support provision that would better meet their needs.

### **References:**

- Paul Dix-When the Adult Changes Everything Changes 2017.
- EEF Improving Behaviour in Schools 2019.
- A range of DFE guidance for maintained schools (ongoing).
- This policy was written in consultation with a range of stakeholders including staff, pupils, parents and governors.