



PROSPECT VALE
PRIMARY SCHOOL

Behaviour Policy

Name of School	Prospect Vale Primary School
Date of Policy	June 2025
Policy Approved by	PVPS Governing Board – 17.07.2025
Member of Staff Responsible	Will Dudley
Review Date	July 2026

Aims

At Prospect Vale Primary School, we believe that a positive and nurturing environment is essential for effective learning and personal growth. Our behaviour policy is grounded in our core values: **We Care, We Strive, Together We Thrive**. This policy aims to promote a safe, respectful, and collaborative school community where every child can flourish.

1. We Care



- **Consideration**
 - **I Can Be Kind:** I treat others with kindness and empathy.
 - **I Can Be Calm:** I remain composed and handle situations thoughtfully.
 - **I Can Be Respectful:** I show respect to everyone, valuing their feelings and opinions.
- **Communication**
 - **I Can Listen:** I listen actively to others and value their contributions.
 - **I Can Be Polite:** I communicate with courtesy and respect.
 - **I Can Share My Ideas:** I express my thoughts clearly and confidently.
- **Wellbeing**
 - **I Can Present Myself and My Work Neatly:** I take pride in my appearance and the quality of my work.
 - **I Can Stay Healthy in Mind and Body:** I engage in activities that promote my physical and emotional health.
 - **I Can Empower Myself:** I take initiative in my learning and personal growth.

2. We Strive



- **Belief**
 - **I Can Aspire:** I set high goals for myself and work towards achieving them.
 - **I Can Be Confident:** I believe in my abilities and trust myself.
 - **I Can Make Changes:** I recognise when change is needed and take steps to improve.
- **Resilience**
 - **I Can Persevere:** I keep trying even when things are difficult.
 - **I Can Learn from Mistakes:** I view mistakes as opportunities to grow and improve.
 - **I Can Be Positive:** I maintain a positive attitude, even in challenging situations.
- **Innovation**
 - **I Can Be Inquisitive:** I ask questions and seek to understand more.
 - **I Can Be Imaginative:** I think creatively and come up with new ideas.
 - **I Can Take Risks:** I step outside my comfort zone to try new things.

3. Together We Thrive



- **Teamwork**
 - **I Can Collaborate:** I work together with others to achieve common goals.

- **I Can Be a Team Member:** I contribute positively to group activities.
- **I Can Help Others:** I support my peers in their learning and challenges.
- **Community**
 - **I Can Look After the World Around Me:** I care for my environment and take actions to protect it.
 - **I Can Look After the People Around Me:** I support and show compassion to those in my community.
 - **I Can Participate Fully:** I engage actively in school and community activities.
- **Inclusion**
 - **I Can Celebrate Differences:** I appreciate and respect the diversity of others.
 - **I Can Include Others:** I welcome everyone and promote a sense of belonging.
 - **I Can Be Open-Minded:** I consider different perspectives and embrace new ideas.

The language of choice

At Prospect Vale Primary School, our behaviour policy is centered around the promotion of **‘good choices’**. We believe that identifying, rewarding, and encouraging positive behaviours is the primary way to create a happy and safe learning environment where all children can thrive.

While there are consequences for **‘bad choices’** that may lead to negative outcomes, this policy is designed primarily to **encourage good behaviour**, rather than merely deter negative behaviour. Our aim is to foster a culture where students are empowered to make thoughtful decisions, understand the impact of their choices, and take responsibility for their actions.

By focusing on positive reinforcement, we create an atmosphere that not only acknowledges good choices but also inspires all students to strive for excellence in their behaviour and interactions with others.

Restorative Conversation Process

A restorative conversation process is used to address and repair relationships after a conflict or harmful behaviour. At Prospect Vale, a restorative conversation is carried out by a member of senior leadership at a time when the child or children involved are ready to reflect on an incident. It encourages reflection, accountability, and positive change through the following structured script:

1. **What happened?**
This question invites the individual to describe the incident objectively, allowing for a clear understanding of the events.
2. **How did that make you feel?**
This prompts emotional reflection, helping individuals articulate their feelings and recognise the impact of their actions on others.
3. **How do you feel now?**
A further prompt for emotional reflection to help articulate feelings and recognise the impact of actions on others.

4. **What can we do to make it right?**

Here, participants discuss possible actions to mend the harm caused, promoting accountability and encouraging reparative actions.

5. **What can we do next time?**

This forward-looking question encourages the development of strategies to prevent future conflicts and promotes a more positive school environment.

Our children in EYFS are supported in this process with visual prompts and a visual script to enhance their ability to reflect and build relationships.

Log of Restorative Conversation

A log of each restorative conversation will be maintained to document the process and outcomes. This record will include the details of the incident, the emotions expressed, the agreed-upon reparative actions, and the strategies for future prevention. This documentation helps track progress and reinforce a culture of accountability and support within the school community.

Good Choices

At Prospect Vale Primary School, we understand that praise is essential for nurturing our children's confidence and self-esteem. By celebrating positive behaviour, we help students learn to think and speak positively about themselves. Aligned with our values—**We Care, We Strive, Together We Thrive**—we actively promote good behaviour by referring to our school principles:

- **Consideration**
- **Communication**
- **Wellbeing**
- **Belief**
- **Resilience**
- **Innovation**
- **Teamwork**
- **Community**
- **Inclusion**

We recognise the importance of acknowledging the good choices made by all children, particularly those who consistently demonstrate positive behaviour.

Ways We Reinforce Positive Choices:

- **Constant Verbal Feedback:** We provide ongoing verbal recognition and narration of good choices throughout the school day.
- **Parent Communication:** We keep parents informed through telephone calls, emails, end-of-day conversations, and certificates.
- **Stickers:** Students receive stickers as tangible recognition for their positive choices.
- **Friday Certificate Assemblies:** We celebrate student achievements and good behaviour during our Friday assemblies.

- **Rewards System:** Our rewards system is designed to encourage and recognise positive choices in various ways.

Together, we can cultivate an environment where every child feels valued and empowered to make good choices!

Rewards

Children are rewarded in various ways across the school, with all staff members actively participating in this process.

Individual Rewards

- **Dojos:** Students earn Dojos by demonstrating the school's values through "I can" statements:
 - I can show consideration for others. (1 dojo)
 - I can communicate effectively. (1 dojo)
 - I can prioritise my wellbeing. (1 dojo)
 - I can believe in myself and my abilities. (1 dojo)
 - I can exhibit resilience in challenges. (1 dojo)
 - I can think innovatively to solve problems. (1 dojo)



At the end of the week, Dojos are tallied, and those with the most receive a prize, chosen collaboratively by the teacher and class. Assembly certificates will also reward positive behaviour in line with our school ethos.

Class Rewards

- **Class Points:** Classes earn points by collectively demonstrating values through "I can" statements:
 - I can work as a team. (1 class dojo)
 - I can contribute to our community. (1 class dojo)
 - I can promote inclusion among my peers. (1 class dojo)



Once a class reaches 8 points, they earn extra playtime, fostering teamwork and allowing teachers to reinforce the school ethos during transitions and assemblies.

Once a child reaches 100 points they receive a bronze badge, 200 points a silver badge and 300 points a gold badge throughout the whole academic year.

Negative choices:

We have three school rules:

- Keep hands, feet and objects to ourselves
- Follow instructions
- We respect everyone and everything

If a child breaks a school rule, there is a consistent hierarchy of consequences. These are employed for the following reasons:

- 1) To encourage and promote the school ethos at every opportunity
- 2) To provide children with an opportunity to reflect on the choice(s) they have made
- 3) To ensure a safe learning environment that allows all children to flourish.

KS1 and KS2 warnings

The hierarchy of consequences involves children receiving 'warnings' for the negative choices they make. If a child makes multiple negative choices within a morning or afternoon, then this leads to different consequences.

- 1 warning: Child is reminded of the school rule(s) they have broken and the warning is noted down.
- 2 warnings: Child is reminded of the school rule(s) they have broken and misses part of the playtime to reflect on the negative choices they have made.
- 3 warnings: Child is reminded of the school rule(s) they have broken and misses a whole playtime to reflect on the negative choices they have made and to catch up on any learning missed as a result of their negative choice.
- 4 warnings: Child is reminded of the school rule(s) they have broken and misses a whole playtime to reflect on the negative choices they have made. The parents are contacted by the class teacher who has administered the warnings and the child has a meeting with headteacher.

Very rarely, a child may be given multiple warnings **at the same time**. At the heart of this policy, is that children learn to reflect on negative choices and have chance to modify future choices before sanctions are imposed. Furthermore, if a child is regularly receiving warnings over the course of a week for similar negative choices, it would seem that reflection time is not having the desired impact and therefore other strategies are pursued (e.g. conversation with headteacher, parents, individual positive behaviour strategies).

In every discussion with a child in relation to warnings, the language of choice is used. This avoids children being labelled as being 'naughty' or 'bad' and focusses the attention on children being in control of their actions.

EYFS warnings

1) a verbal warning

2) (if sat on the carpet) 1-minute time out in a quiet space e.g. the cloakroom to discuss why they have been removed and what they can do differently. If playing and learning, they will be taken to the carpet for 1 minute without any toys and discuss why they have been removed and what they can do differently.

3) (if sat on the carpet) 3 minutes time out in a quiet space e.g. the cloakroom to discuss why they have been removed and what they can do differently. If playing and learning, they will be taken to the carpet for 3 minutes without any toys and discuss why they have been removed and what they can do differently.

4) (if sat on the carpet) 5 minutes time out in a quiet space e.g. the cloakroom to discuss why they have been removed and what they can do differently. If playing and learning, they will be taken to the carpet for 5 minutes without any toys and discuss why they have been removed and what they can do differently.

5) Conversation with Mr Redfearn.

Serious Incidents and exclusions:

Certain actions (for example, aggression or disrespect to staff, fighting amongst children, racism etc) will automatically bypass the warning system to more bespoke intervention. Parents of all children involved will be contacted so that a consistent message is being delivered at home and at school. Such incidents will be noted down on 'CPOMs'.

Serious incidents can result in a child being excluded from school, either for a fixed term or permanently. Exclusions are very rare at Prospect Vale Primary School. However, if one does occur, this happens in consultation with the Chair of Governors. This exclusion will then be, at a later date, reviewed by the governing board. The procedure as outlined by the Department for Education (<https://www.gov.uk/school-discipline-exclusions>) will be followed with all necessary paperwork completed and whilst in constant communication with parents. Parents are also made aware of their right to appeal a decision to exclude a child to the local authority.

Children's responsibilities:

See below our child-friendly 'Learning Behaviour Guide' which is promoted in assemblies and the classroom so children and staff are setting consistent and clear expectations of behaviour.

SEND:










At Prospect Vale Primary School, we recognise that each child is unique and may require different levels of support to exhibit positive behaviour. For a small number of children who need additional time, care, and attention, we are committed to implementing a personalised approach tailored to their individual needs. This may include targeted strategies, one-on-one support, and close collaboration with families to ensure that these pupils receive the encouragement and guidance necessary to thrive. Our goal is to foster an environment where all children can develop their best behaviours and reach their full potential.

Learning Behaviour Guide:

At Prospect Vale, we want to be:

	A Caring community		Striving to achieve		Thriving together
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We achieve this by **showing** we can do 9 things:

	I can communicate effectively.		I can prioritise my wellbeing		I can show consideration for others.
	I can think innovatively to solve problems.		I can believe in myself and my abilities.		I can exhibit resilience in challenges.
	I can work as a team.		I can contribute to our community.		I can promote inclusion among my peers.

Individual Rewards:

If **I show** this, I am awarded with dojos:



The children with the most dojos earn a prize at the end of the week.

School Rules:

At Prospect Vale, we always try our best to make the right choices and follow our school rules.


Class Rewards:

If **we show** this as a class, we receive a **class point**.



When we reach 8 class points, our class has an extra playtime.

We have 3 school rules at Prospect Vale:

	Keep hands, feet and objects to ourselves		Follow instructions		Respect everyone and everything
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KS1 and KS2 warnings:

- 1) If I break one of the rules, then I receive a **warning**.
- 2) If I receive **two warnings** in the same morning or afternoon, then **part** of my playtime is missed.
- 3) If I receive **three warnings** in the same morning or afternoon, then a **whole** playtime is missed.
- 4) If I receive **four warnings** in the same morning or afternoon, Mr Redfearn speaks with me and my parents are told.
- 5) If something that I have done is very serious, then I may have to speak to Mr Redfearn straight away.

EYFS warnings:

- 1) a verbal warning
- 2) (if sat on the carpet) 1-minute time out in a quiet space e.g. the cloakroom to discuss **why** they have been removed and what they can do differently. If playing and learning, they will be taken to the carpet for 1 minute without any toys and discuss **why** they have been removed and what they can do differently.
- 3) (if sat on the carpet) 3 minutes time out in a quiet space e.g. the cloakroom to discuss **why** they have been removed and what they can do differently. If playing and learning, they will be taken to the carpet for 3 minutes without any toys and discuss **why** they have been removed and what they can do differently.
- 4) (if sat on the carpet) 5 minutes time out in a quiet space e.g. the cloakroom to discuss **why** they have been removed and what they can do differently. If playing and learning, they will be taken to the carpet for 5 minutes without any toys and discuss **why** they have been removed and what they can do differently.
- 5) Conversation with Mr Redfearn.

Teaching staff responsibilities:

Staff always have the highest expectations of behaviour. Positive choices and good behaviour are a key priority for all members of staff. Children should be caught performing good behaviour and this should be promoted at every opportunity. Older children are encouraged to set a good example to younger children and opportunities (such as leading lunchtime activities) are provided for the school's positive ethos to be cascaded through the school.

Even small deviations from the school rules are positively challenged as these may build up over time and make negative choices habitual.

Choice prompts

Staff dedicate time to reviewing and reflecting on learning behaviour with the class. Staff should also anticipate situations where children may require additional support to make the right choices. In these instances, teachers will give children clear and specific instructions about what is expected so that warnings are not a surprise for children. These 'choice prompts' could be for:

- The amount of work to be completed within a session
- What to do when a teacher says 3, 2, 1 stop
- Expectations about moving from one class to the hall
- Choices to be made on a school trip

In every instance, we want children to succeed in their learning behaviour and provide them with the necessary support to achieve that. If a group of children or class are routinely making bad choices, staff including the headteacher will investigate what can be done to move behaviour in a more positive direction.

Staff will log each restorative conversation to document the process and outcomes. This record will include the details of the incident, the emotions expressed, the agreed-upon reparative actions, and the strategies for future prevention. This documentation helps track progress and reinforce a culture of accountability and support within the school community. This log will be completed on our CPOMs system.

Some individuals or groups will require more support than others. Furthermore, it is expected that overtime, children begin to seek out making positive behaviour choices. The eventual goal is that children demonstrate desired learning behaviour automatically without prompt.

Other adults' responsibilities:

Lunchtime and wraparound staff

Lunchtime staff and wraparound leaders must help the teaching staff in rewarding positive behaviour and praising good choices. To create a happy and healthy environment, staff should be proactive in catching pupils behaving well and rewarding that.

It is also the responsibility of lunchtime staff, support staff and wraparound care to feedback to class teachers on both positive and negative behaviour.

Lunchtime and support staff will note rewards and warnings using a clipboard class tick sheet system at lunchtime and tokens for positive reward.

Parents/carers

The school also aims to work collaboratively with parents so that children are receiving consistent messages about how to behave. We expect parents to be aware of school rules and to support the school's decision when applying consequences associated with bad choices.

Governors

The governors are responsible for setting general guidelines for standards of behaviour and for reviewing its impact. The governors review the school's behaviour policy and any changes made as well as fixed-term or permanent exclusions.

Monitoring

A log of learning behaviour (both positive and negative) is kept, analysed and reviewed by staff, school leaders and governors on a regular basis. The main purpose is to identify where improvements to the children's learning can be made and to ensure that school policy is administered fairly and consistently. *Date completed Oct 2024 Date for review OCT 2025*

This policy has been written following guidance provided in EEF Improving Behaviour in Schools 2019



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Appendix A

Restorative Conversation Log

What happened?

This question invites the individual to describe the incident objectively, allowing for a clear understanding of the events.

How did that make you feel?

This prompts emotional reflection, helping individuals articulate their feelings and recognise the impact of their actions on others.

How do you feel now?

A further prompt for emotional reflection to help articulate feelings and recognise the impact of actions on others.

What can we do to make it right?

Here, participants discuss possible actions to mend the harm caused, promoting accountability and encouraging reparative actions.

What can we do next time?

This forward-looking question encourages the development of strategies to prevent future conflicts and promotes a more positive school environment.
