

### Our Aim

At Delta, we strive to provide an exceptional, safe and inspirational environment where children are able to achieve their full potential in all aspects of their learning underpinned by high expectations for all. We expect our children to be polite, courteous and kind - showing consideration and respect for others.

We will achieve this by creating a learning environment which is stimulating and challenging, inclusive and enjoyable. Delta is a wonderfully diverse school and we promote a sense of belonging to our school and local community; encouraging a shared sense of responsibility from everyone for making Delta a happy and safe place to learn.

The purpose of our behaviour policy is to:

- Provide an environment in which children feel safe, secure and respected
- Promote good behaviours for learning
- Enable children to develop a sense of self-worth and respect and tolerance for others
- Develop a moral framework in order to promote responsibility and acceptance of all people
- To establish and maintain consistent approaches to behaviour management across the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour

At Delta, we strongly believe in the power of giving pupils choices and consequences and allowing pupils time to make the right choice.

### Roles and Responsibilities

All stakeholders are expected to have a shared responsibility for their own behaviour and the behaviour of others. The Home - School Agreement (Appendix 1) makes the expectations clear for everyone – pupils, staff, parents and governors, from the start. This is explained and completed on admission to the school and updated each year during Parent Conference meetings that take place in the Autumn term.

Roles and Responsibilities	Staff	Pupil	Parent
Actively promote positive behaviour for learning and respect	✓	✓	✓
Support the school's Behaviour Policy	✓	✓	✓
Actively follow and promote the school values at all times and promote 'The Delta Child'	✓	✓	
Act as examples of desirable behaviour	✓	✓	✓
Monitor the welfare of the pupils, recording incidents /causes for concern on CPOMS	✓		
Deal with incidents fairly and consistently, using restorative techniques and conversations	✓		
Celebrate success when achieved	✓	✓	✓
Encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓



Provide opportunities for pupils to assume positions of responsibility and leadership	✓		
Treat everyone in the school community with kindness displaying 'Kindness is our superpower'	✓	✓	✓
Strive for success in all areas of school life	✓	✓	
Take responsibility for their own behaviour and an active role in resolving issues		✓	
Tell adults if they (or others) are upset or have a problem		✓	
Behave appropriately when representing the school as a 'Delta Child' e.g. on a school trip, sports event, travelling between home and school		✓	
Take care of school property, personal possessions and those of others		✓	
Ensure their child's regular attendance and punctuality			✓
Inform the school of any circumstances which may affect their children's well-being, behaviour or ability to maintain relationships			✓
Attends meetings to discuss issues regarding their children			✓
Show courtesy and respect to all members of the school community	✓	✓	✓
Act as a good role model to their child			✓

### Expectations of the Delta team

We believe the most effective way of achieving our aims is through highlighting those behaviours we expect and using positive praise and encouragement to ensure children make good choices. Staff are expected to embed the expectations of pupil behaviour in lessons and around the school by modelling, resetting and reinforcing expectations. This is to ensure that the number of in-class and low-level disruptive behaviour is reduced. All staff are expected to have high expectations for behaviour and are quick to address low-level disruptions so that learning is not interrupted.

The school adopts the Rosenshine Principles - Walkthrus: Meet & Greet; Signal, Pause and Insist, Positive Framing, Rehearse Routine and Choice & Consequence. Regular staff training is delivered and additional training in prevention and de-escalation strategies are put in place for identified children.

### The Delta Child

We believe that a 'Delta Child' is a pupil who can embed the Delta Values and is a pupil who is aspirational and committed to learning. They can show consideration, respect and responsibility for themselves, others and the environment, and display kindness towards staff and peers.

Staff continue to inspire pupils to study effectively, be resilient and take pride in their achievements and work. The Introduction of DUMTUMS (Date, Underline, Miss a line, Title, Underline, Miss a line, Start) have set the expectations for pupils to take pride in their work. Pupils are expected to show neat presentation in the quality of their work.

### Delta Core Values

#### Respect, Resilience, Responsibility, Kindness

Children are expected to demonstrate excellent learning behaviours and take on responsibility for both following our guiding powers and for their own choices. If behaviour does not meet expectations, appropriate and commensurate consequences will be given. Delta is an inclusive school and we understand that certain children will need extra support when it comes to behaviour. In these instances, adjustments will be made to ensure that all children including those with SEND feel safe and supported, while we help them to take responsibility for their actions.

The Delta Core Values are displayed in the classrooms and around the school. Staff must ensure that there is a clear and shared understanding of what each of the values look like in practice and they are evident in the teaching and learning, so that this is embedded and referred to when communicating everyday with pupils.

Pupils are also awarded Delta Values stickers when displaying one of the values. Staff have a clear and shared understanding of what each of the Delta Values look like in practice and are reminded to refer to them in their everyday teaching and learning when addressing pupils as well as the use of the Delta Value stickers.

‘Kindness is our superpower’ and pupils are expected to display kindness at all times whether it is in the classroom, the playground or the lunch hall. During Achievement assembly, staff will announce one child from their class who displayed kindness throughout the week. The child will receive a Kindness note, which they will take home.

### Choice and Consequences

Each classroom displays a Behaviour for Learning Flowchart (Appendix 2) that all staff are expected to follow). Through consistent delivery of appropriate consequences, pupils are encouraged to make positive choices which benefits their learning. If a pupil makes a poor choice in class, then staff can give a first and second verbal warning to help pupils to make the right choice and follow the Delta Values and positive behaviour for learning choices. If pupils continue to make poor choices, then a consequence will be given.

### Praise and Reward

We believe the most effective way of achieving our aims is through highlighting those behaviours we expect and using positive praise and encouragement to ensure children make good choices. The school recognises and celebrates positive behaviours wherever they are seen, using them as a model to inspire and share with others. Good behaviour is celebrated through the use of verbal praise, stickers, certificates and Achievement Assemblies. Each term, teachers will choose the ‘Pupil of the Term’ in each curriculum subject alongside the ‘Kindness’ award, to ensure pupils are celebrated and praised for being a Delta Child (Appendix 3).

We use Class Dojo as our whole-school reward system (Appendix 3) to encourage and reward positive choices. Children collect Dojo points and work towards rewards for the number of points they gain. Staff also have Dojo point tabs on their lanyards so that pupils can receive a Dojo point around the school from different staff members for displaying positive behaviours around the school. Pupils will then pass these to their class teacher so that the points can be added to their Class Dojo chart.

Parents/carers will be informed through Good News Notes home (Appendix 3) if their child has behaved in a significantly positive manner either in relation to their learning or social interactions – reaching ‘Superstar’ on the behaviour chart.

### Consequences

Parents/carers will be informed if their child has received a consequence in response to poor classroom behaviour. If a serious problem occurs with regard to behaviour, a member of the senior leadership team will be informed.

Persistent misbehaviour and poor behaviour choices may be dealt with in the following ways:

- A personalised behaviour plan may be implemented in agreement with parents to encourage improvements in behaviour
- Support from outside agencies may be sought, such as an educational psychologist, SWERRL or CAMHS.
- In those cases where persistently poor behaviour choices have not improved through support, the Executive Headteacher/ Head of School may impose a fixed-term suspension. All suspensions need to be authorised by the Trust CEO.

### Learning and Teaching

There is a very strong relationship between behaviour and learning, children learn better in an ordered and positive environment. Equally, children who are stimulated and engaged in their learning through high quality, effective teaching; and children who have their progress and achievements recognised will feel valued, feel resilient and take pride in their achievements.

In class activities, including PSHE and circle time, and through assemblies and smaller group work where appropriate, we teach pupils:

- Responsible behaviour and that their feelings and reactions can be affected by what is happening within and around individuals
- Relationships with others and that friendships, kindness and respect for self and others are important in maintaining positive relationships
- Responsible citizenship, including opportunities to discuss issues and views and influence positive change in the school

### Calm corridors and quiet lining up around the school

Staff are expected to embed the high expectations of ensuring we have calm corridors and quiet lining up. Pupils are expected to walk sensibly and silently: around the school, to assemblies, to and from playtimes and to the lunch hall. Staff are expected to stop children at certain blind-spots around the school before continuing to walk.

Each class also has a calm corner, where pupils can tell an adult or need to have some quiet time to reflect their behaviour choices, their feelings and emotions.

### Playgrounds

Staff are expected to be vigilant and monitor all pupils at all times when in the playground. This is to help reduce any 'physical' playground incidents. Staff are expected to engage in structured play with pupils in order to increase pupils' social interaction with adults and peers.

Regular staff training on active play will be reinforced to ensure positive play is displayed at all times. Pupils will have access to a range of playground equipment and structured 'Delta Games'.

Pupils will display positive behaviour and kindness in the playground. Pupils must ensure when the school bell is rung, they all help collect and tidy all playground equipment, then line up in a timely manner and walk into the school sensibly, in order for lessons to start at a timely manner.

### **Pupil Voice Survey**

The school will carry out a termly Pupil Voice Survey. This is to help monitor and ensure pupils feel safe in school and collect their views about positive behaviour in the class and playground.

This information will inform all the school and staff and help monitor and review the behaviour systems and approaches that are in place.

### **Recording incidents**

Staff are expected to monitor the welfare of the pupils, recording incidents and any causes for concern on CPOMS. If the incidents are of high risk or of serious concern, then the Executive Headteacher or Head of School should be informed immediately. The school also follows the Trust policy on the different levels of unacceptable behaviours (Appendix 4).

The school will aim to have a reduced number of negative behaviour or verbal and aggressive incidents recorded on CPOMS. Staff continue to set the high expectations, follow and embed all of the above outlined in the Behaviour policy.

Appendix 1



**Delta Home – School Agreement 2023-2024**



<p><b>Agreement for the School</b> <i>The school will:</i></p>	<p><b>Agreement for pupils</b> <i>To help me do well at school, I will:</i></p>	<p><b>Agreement for parents</b> <i>To help my child at school I will:</i></p>
<p>Ensure the safety, happiness and self-confidence of all pupils and encourage them to do their best at all times.</p> <p>Deliver a balanced and carefully planned curriculum, which meets the needs of all children.</p> <p>Provide an ambitious Reading curriculum that ensures children develop a love for reading.</p> <p>Provide regular homework opportunities.</p> <p>Regularly inform parents and carers about how their children are progressing.</p> <p>Contact parents and carers if we have concerns about progress, behaviour, attendance or punctuality.</p> <p>Ensure communication between the school and parents is effective.</p>	<p>Uphold the Delta Values – Respect, Resilience, Responsibility and Kindness.</p> <p>Displays positive behaviour for learning in the classroom and playground.</p> <p>Work hard, make the right choices and follow instructions.</p> <p>Come to school every day and arrive on time.</p> <p>Talk to an adult in school if I'm unhappy or something has made me upset.</p> <p>Be an ambassador for my school when I am off site.</p> <p>Talk about what I learnt at school to parents.</p> <p>Read to an adult everyday at home and bring my reading book and reading record to school everyday.</p> <p>Complete and return my homework on time.</p> <p>Wear the correct school uniform.</p> <p>Display kindness, play safely and sensibly in the playground.</p>	<p>Work with the school to make sure my child behaves well and upholds the Delta Values.</p> <p>Ensure my child arrives at school by 8:45am and is collected by 3:15pm each day (unless attending a club).</p> <p>Ensure my child wears the correct school uniform everyday.</p> <p>Encourage my child to work hard, complete and return their homework.</p> <p>Ensure my child reads their reading book daily and brings it to school every day.</p> <p>Contact the school if I have any concerns or questions.</p> <p>Attend parents conference meetings.</p> <p>Keep the school up to date with any changes of circumstances, which may affect my child's learning.</p> <p>Ensure that my child is aware of e-safety in regards to the use of all social media, and that I monitor this use.</p> <p>Complete and return all consent forms as soon as they are received.</p>
<p><b>Signed:</b></p>	<p><b>Signed:</b></p>	<p><b>Signed:</b></p>

Appendix 2

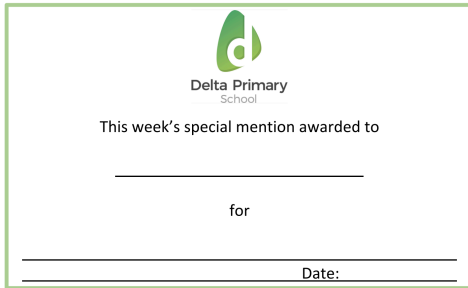



Behaviour for Learning Flowchart  
Choices and Consequences



**Appendix 3**

Special Mention certificate:



  
Delta Primary School

This week's special mention awarded to

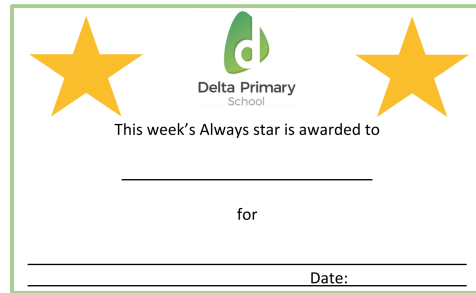
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for

\_\_\_\_\_

Date: \_\_\_\_\_

Always Star certificate:



    
Delta Primary School

This week's Always star is awarded to

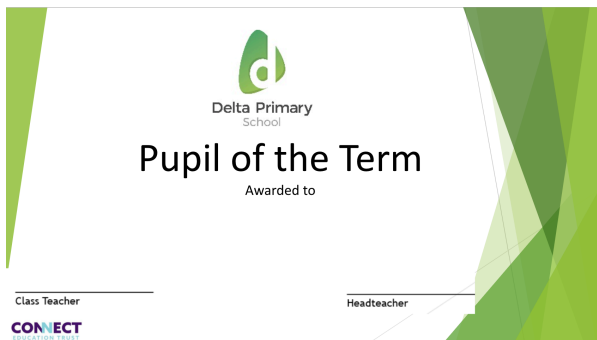
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for

\_\_\_\_\_

Date: \_\_\_\_\_

Pupil of the Term:




  
Delta Primary School

**Pupil of the Term**

Awarded to

\_\_\_\_\_

Class Teacher \_\_\_\_\_  
Headteacher \_\_\_\_\_



Kindness award:



 I nominate: \_\_\_\_\_


because they: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Note Home:



  
Delta Primary School

Note home

\_\_\_\_\_

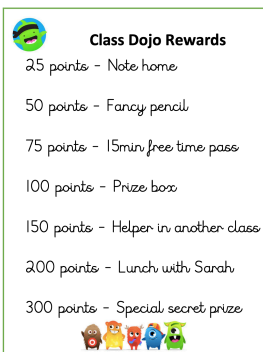
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\_\_\_\_\_


Date: \_\_\_\_\_

Whole - school Dojo point system:



 **Class Dojo Rewards**

- 25 points - Note home
- 50 points - Fancy pencil
- 75 points - 15min free time pass
- 100 points - Prize box
- 150 points - Helper in another class
- 200 points - Lunch with Sarah
- 300 points - Special secret prize



Dojo points tab:



## Appendix 4

Level 1 - Class teacher/ CPOMS	Level 2 - Class teacher/ Headship/ CPOMS	Level 3 - Headship/ CPOMS
	Persistent Level 1 behaviour	Persistent Level 2 behaviour
Disregarding school values	<b><i>Or any of the behaviours below</i></b>	<b><i>Or any of the behaviours below</i></b>
Pushing in or not taking turn	Arguing with staff	Unwanted physical contact
Interrupting	Frequent disruption to lessons	Inappropriate touching
Talking when an adult is speaking	Rudeness	Persistent disruption to lessons
Attention seeking	Swearing at pupils	Verbal abuse of staff or pupils
Spoiling others' games	Aggressive "play"	Swearing at staff
Deliberate work avoidance	Persistent lying	Fighting
Bringing sweets, chewing gum or inappropriate items to school	Leaving class without permission	Inappropriate sexualised behaviour, including misogynistic language
Calling out/making inappropriate noises in lessons	Defacement e.g. scribbling on desk or others' work	Intimidation or tormenting (including mental, physical or via the internet)
Running inside school	Kicking, hitting, punching, biting, pushing, etc	Blatant dishonesty and refusal to accept responsibility
Arguing with pupils	Retaliation	Dangerous defiance or refusal to follow instructions
Deliberately making unkind comments about others	Refusal to follow instructions/ deliberate defiance or disobedience	Graffiti/vandalism wilful destruction of the school environment or property
Stopping the learning of other pupils		Violent physical attack or causing bodily harm towards pupils or staff
Disrespectful attitude		Serious physical retaliation
Using swear words and gestures		Leaving school without permission
Play fighting		Spitting at a child or adult
Dishonesty		Stealing
Lack of cooperation		Bullying or extortion
Being careless with school equipment		Racial, social, cultural, homophobic, religious or misogynistic verbal abuse
Spitting on the ground		Possession/use of weapons, drugs, alcohol, cigarettes or other inappropriate materials
Teasing, name calling		Bullying or extortion
		Inappropriate use of social media
		Putting themselves or others at risk of harm
		Bringing the school into disrepute

