



Behaviour Policy

Our Vision as a Church of England school is to deliver a caring, stimulating and enjoyable experience for all our pupils, during which pupils are expected to do their best at all times and to live out our Christian values by treating others as they would like to be treated. John 10:10 states (Good News Bible) "I have come in order that you might have life--life in all its fullness" and our vision aligns with this in that through our broad and balanced curriculum offer pupils should leave our school with: strong basic skills of communication, self-management and team-working skills, be able to access the next stage of learning, be useful and caring citizens of our country with pride and awareness of our collective values and with special memories of their time at our school.

Our Mission Statement is "to learn with care, fun, faith and respect".

Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experiences it offers to all its pupils.

The children will gain skills, knowledge, and understanding enabling them to experience success and to realise their potential in a safe and caring environment. The children will be taught those values and attitudes which will strengthen their respect for themselves and others, enabling them to take their place in society with confidence. The way people behave towards one another plays a vital role in achieving this aim.

Our philosophy for behaviour in our school.

As a Christian school we recognise that good behaviour stems from our belief that we should treat others as we would like to be treated and that when we do wrong we should ask for forgiveness and have the chance to be reconciled and forgiven. Good behaviour is expected at our school but we know it must also be taught and managed well. In order for children to meet their full potential and have a memorable, happy time at our school, fulfilling our vision of "life in all its fullness", it is vital that our climate for learning is one of mutual respect and good behaviour.

Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. In reflecting our Christian faith, it is important that all staff adhere to the systems described in this policy. Fairness, justice and reconciliation with forgiveness are the key to our actions and the children's (and parents) expectations of the adults in school when managing behaviour.

As a school our expectations of behaviour are high; we expect pupils to behave around school and when we take them out of school. Our policy shows how we reward consistently good standards of behaviour in order to promote the highest standards and how we will deal with incidents when our expectations are not met. Our behaviour policy reflects our Christian ethos and values in action.

Consultation:



In the summer term of 2021 we consulted with pupils, parents and staff about our behaviour practices. We talked with all pupils about our rules, behaviour sanctions and rewards and asked for their views of behaviour around school and in class. Surveys of both staff and pupils had previously shown that all in school are proud of the high standards of behaviour of pupils. Pupils and staff share common high expectations of behaviour and say it is generally good. During our more detailed discussions with children it was clear that:

- Children do not know our school rules in detail - vague ideas around “being good” or “being kind” were suggested
- KS2 Children don't value house points - they prefer the whole class rewards more
- Younger children like certificates and stickers for themselves as well as rewards from "marbles in the jar"
- The House Captains certificates and system of celebrating children in their houses was popular
- House points are valuable when marbles are also given so we have winning houses too - children liked the houses gaining points etc.
- Children agree our sanctions are fair and could name them (they often missed out the first informal stage of the "look" or name being said)
- KS2 Children say they need a reflection/ someone to talk to after sanction – They highlighted that standing on the fence at break time as time out to reflect is not working - they just watch friends or think about other things.
- KS2 thought we could have values as "rules" to live by - we could discuss with them when they don't follow or celebrate a value in action - links to the rewards well too (certificates)

Following this, children voted on values that they would like to have as the basis of our behaviour policy. The top 3 values were very popular. These are:

- ❖ Respect
- ❖ Honesty
- ❖ Care

Links to the curriculum and worship:

Following our pupil consultation, the 3 most popular values will be a focus of school worship in each term (one per term) and will be a driver for our wider PHSE and RSHE curriculum.

Rewards:

Children will be rewarded for “going above and beyond” in terms of effort in their learning or for demonstrating these values in action in the same way. We will expect all children to demonstrate and “live out” these Christian values daily in school and rewards will be the exception.

Rewards will consist of:

- ❖ Stickers
- ❖ Certificates from House Captains and staff
- ❖ Marbles in the jar for whole class rewards (age appropriate frequency and children involved in deciding the rewards for the class)

Sanctions:

The following sanctions may be used by staff. Teaching staff would be expected to invoke the first 4. Staff do not have to follow these in order – it might be that a child needs to immediately be referred to the headteacher and have parental support in rectifying the situation/behaviour. Children discussed the sanctions school uses and both parents and children agreed that the first 4 are appropriate and effective.

The last 3 can only be invoked by the headteacher and are a last resort.



- ❖ Reminder about expected behaviour and the value that is not being demonstrated
- ❖ Moving away from a situation or other child
- ❖ Loss of social time (break or lunch time) including a reflection and conversation with an adult about what has gone wrong and needs to be put right. Again a reference to the value not being demonstrated will be made
- ❖ Discussion with the headteacher and parents
- ❖ Internal exclusion in school
- ❖ Fixed term exclusion
- ❖ Permanent exclusion

Where children are not responding to this system an individual behaviour programme will be drawn up with support from the Head Teacher and with parents in the first instance and then with the support of the SENCO for special needs if problems persist. Other support may be sought through referral by a GP or other appropriate experts.

Incentives

All adults will encourage good behaviour by setting a good example and:

- Making behavioural expectations clear through an assertive style of behaviour management
- Highlighting good behaviour with verbal praise
- By modelling the behaviour expected of children as appropriate e.g. listening, talking politely and respectfully, being physically gentle, trusting, truthful, fair and caring.
- Being consistent and fair
- Warning of the consequences of making the wrong choices about behaviour
- Informing parents of good behaviour and celebrating this

Strategies used to promote positive self-esteem and good behaviour

1. A relevant, motivating, stimulating curriculum, differentiated to meet the needs of all pupils.
2. Positive self-esteem and talking and learning about behaviour will be taught regularly through the PHSE programme.
3. Listening systems will be employed in each class so that children know how to indicate to the teacher that they need to talk about something that is worrying them.
4. Praising/rewarding children who are exhibiting appropriate behaviour and noting those who then copy that behaviour.
5. Children in each class will be given opportunities to take responsibility in various ways.
6. Class rewards systems as detailed above will be made available in order to reward and promote good behaviour at an age appropriate level and expectation.
7. Children who behave inappropriately will be encouraged to discuss the value they are not demonstrating and discuss ways in which they could manage the situation next time to avoid this situation recurring.

Serious incidences:

Where children are not meeting our behaviour expectations we will explore reasons for this with the child and parents. All incidences of poor behaviour will be logged on the behaviour log system and parents will be informed. Bullying (including cyberbullying, prejudice based bullying or discriminatory bullying), persistently not following our behaviour policy or violence will not be tolerated.

We aim to resolve all behaviour incidents within the framework above, however, on occasion, the severity of the incident, or frequency of the incidents, may warrant an exclusion. The use of exclusion is rare and comes into force only in very serious circumstances. The following behaviours might warrant a fixed-term exclusion or even a permanent exclusion:

- Verbal or physical aggression towards staff
- Extreme aggression towards fellow pupils

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- Sexualised behaviour, sexual harassment or sexual violence
- Possession of illegal substances or offensive weapons
- Deliberately damaging school property
- Racism and hate crimes including sexism
- Persistent bullying of any form
- Not following adult instructions
- Persistently disruptive behaviour

Fixed Term Exclusion

Exclusions are for more serious incidents and are recorded permanently on a pupil's record. They can only be issued by the Head teacher. Fixed Term Exclusion may be issued for:

- bullying,
- racism,
- persistent disruptive behaviour,
- aggressive/violent behaviour,
- unsafe behaviours and
- persistent failure to adhere to the school's behaviour expectations.

The pupil will not be allowed into school and will remain the responsibility of the parent. Exclusion can be for 1-20 days at the discretion of the Head teacher at any one time and for a total of 45 days during a single academic year. Work will be provided by the school for the period of the exclusion. If the length of the exclusion exceeds 5 days, the school will make alternative provision for the pupils to work in another establishment for the remainder of the exclusion. A re-integration meeting with the pupil, parent and Head teacher will take place before the pupil returns to school. On rare occasions, it will be appropriate for a Deputy Head teacher or SENDCO to represent the Head teacher at the reintegration meeting.

Permanent exclusion

The decision to permanently exclude a pupil is a serious one and may be issued for:

- aggressive/violent behaviour,
- racism,
- bullying,
- assault to a member of staff or pupil,
- bringing drugs/weapons/inappropriate objects into school,
- peer on peer abuse and
- persistent failure to adhere to the school's behaviour expectations

School may also feel a permanent exclusion is needed if due to a child's actions the school cannot keep the child or others safe or if a child's behaviour is having a persistent detrimental impact on their peers. A permanent exclusion will only be considered in extreme circumstances or if all other strategies and alternative measures have been exhausted.

Supporting children with additional needs:

We recognise that behaviour can be affected by circumstances both at home and school, which may be temporary or ongoing. As a Church of England school we demonstrate our care for all by our inclusive approach. For some pupils, managing their feelings, behaviour and making good choices can be very difficult. We have high expectations of all our pupils, and staff will ensure that those children who may need additional help are given appropriate support in order to improve.

This could include:

- Discussions with the pupil about their behaviour
- Small group work on emotions



- Working with parents
- Pastoral Interventions
- Support from external advisors or agencies

A pupil experiencing on-going problems may need further support. Through discussion with our SENDCO, areas of difficulty will be identified through assessments – these will include Strengths and Difficulties Questionnaire and or a Boxall Profile Assessment. In some cases contact with external agencies will be made for further advice and support. In consultation with parents an appropriate plan put in place. The plan will be reviewed regularly and adaptations made if necessary to ensure success and improvement.

The role of parents:

As a Church school we value our partnership with parents and work hard to ensure all families feel part of our larger school family network. From the moment we meet parents on open nights we stress our partnership approach and make clear our vision, ethos and high expectations for our children. By choosing our school we expect parents to work with us to safeguard our school as a happy and safe place where all can flourish.

We make clear our behaviour policy by publishing it on our website. We support families by ensuring they are informed of any incidences of poor behaviour. We then expect parents to support their child by reinforcing school rules and expectations to the child at home so that the child can meet our expectations in future. Where parents are struggling with behaviour at home we will refer them to appropriate sources of support.

Emergency Procedures

Violence is highly unusual at our school. If it occurs it must be dealt with quickly and effectively.

1. Summon assistance if needed
2. Use assertive verbal language to try to stop violence. Clearly say what needs to happen e.g. ‘Alan STOP kicking and move back’. Repeat if necessary, keeping the instruction the same.
3. If this has no effect, physical restraint may need to be used to prevent a child from harming him or herself, or others. The minimum force should be applied to prevent injury and it should be gradually relaxed as soon as it is safe to do so i.e. when the child has regained self-control. N.B. Every effort should be made to ensure the presence of another adult in situations where restraint is the possible outcome.
4. Other teachers must accept responsibility for extra children to allow a member of staff to deal with the situation and follow up the incident.
5. All incidents of physical restraint must be reported to the Head Teacher and recorded in the bound and numbered book. The person who carried out the restraint and the Head Teacher should sign the record. Witnesses to the incident should be listed.
6. The Head Teacher will be responsible for reporting the incident to parents.
7. The Head Teacher will keep a bound and numbered page book for recording such incidents.

Policy to be reviewed every three years.

Completed July 21, reviewed July 2023

Approved by the Governing Body

Signed (Chair of Governors)

Date _____

