



# Hartlebury Church of England Primary School

## BEHAVIOUR POLICY

### Introduction

As a Church of England School, this policy has been formulated in consultation with the staff, children, parents and governors. Our attitudes and responses to behaviour are based on the Christian values of forgiveness and kindness. We believe that school should be a place where all children feel happy and secure. They should feel valued and respected and should be able to expect fair treatment. Hartlebury Church of England Primary School will promote trust and honesty, respect for each other, the school and its environment. Expectations of behaviour at Hartlebury Church of England Primary School are underpinned by the Christian Values of love, tolerance and forgiveness; we strive to develop. These include:-

### **Respect**

We are respectful to everyone and everything

### **Kindness**

We are kind in our thoughts, words and actions

### **Honesty**

We always strive to tell the truth and earn the trust of one another

### **Responsibility**

We are responsible for our own words and actions; we accept responsibility for others

### **Love**

We care for everyone and everything in our learning community

### **Forgiveness**

There is nothing that cannot be put right

### **Trust**

We trust that everyone in our school will support each other and help where possible

### **Tolerance**

We value and accept all stakeholders in school; listening to their opinions and points of view.

### Aims

Our behaviour policy aims to:

- promote high standards of behaviour.
- encourage self-discipline and personal responsibility.
- build a sense of membership and pride in our school community; a sense of feeling valued.
- enhance self-esteem and self-respect.
- provide a safe and happy learning environment.
- encourage all children to seek adult help to resolve any anxieties and difficulties, both in and out of school.
- Promote awareness that it is the 'choice' of an individual to behave in a particular way.

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- deal with behaviours fairly and consistently, as far as possible, whilst accepting that in some instances adaptations may need to be made depending on the individual child/children and the circumstances involved
- Focus on the disappointing behaviours, not the child, referring to the action, not the individual.

### **Principles**

We believe that children learn through a combination of good teaching, high expectations and good example. As people involved in the education of children in a Church of England School, one of our overarching duties is to help children become self-disciplined, both in their work and in their general behaviour. Good manners and considerate behaviour are encouraged in all aspects of school life. Our values education programme helps to teach and reinforce our expectations.

We promote positive attitudes to learning and school in general, including relationships with others (adults and children).

We accept that the quality and content of the curriculum offered to children and of the school environment will have a fundamental influence on the behaviour of our pupils.

Parents are important partners in managing behaviour and they will be consulted about all matters relating to their child's behaviour.

Routines, rules, the school's code of conduct, rewards and sanctions systems will be applied fairly and consistently. A copy of the 'Code of Conduct' will be displayed in every classroom and discussed with the children regularly.

Class teachers will assist their children in devising a set of classroom rules to reflect the code of conduct and the age and needs of their pupils and these will be displayed in their classroom. These rules will state explicitly what is required.

### **Code of Conduct**

- We tell the truth.
- We respect all adults and class members.
- We try our best in everything we do.
- We allow others to learn.
- We behave in a way that is safe for everyone around us.
- We take care of our school and the things in it.

### **Positive Affirmation- Rewards**

Acknowledging and praising good behaviour is far more effective than focusing on inappropriate behaviour. We recognise that people, generally as they grow older, should require less reinforcement for doing the right thing as their motivation should not be for rewards. However, we all need some affirmation that we are on the right tracks!

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Rewards can be:

- verbal praise
- non-verbal praise
- a visit to another teacher for praise or rewards
- a visit to the Headteacher with work or a written message
- encourage peers to praise and encourage each other
- class reward with agreed treats
- pebbles in jars to earn class treats
- individual teacher rewards (Stars, stampers etc.)
- verbal messages to parents
- Zone Board Silver and Gold
- Tickets in the box for year 2 upwards

### **Warnings and Sanctions-Zone Board**

Rewards will always outnumber sanctions, but to have a balanced approach to behaviour management there must inevitably be a warnings and sanction system to run alongside the rewards system.

Sanctions can take a variety of formats and can be issued by all school staff. The agreed 'Rewards' and 'Warning' system is the Zone Board and these can be applied by teaching and non-teaching staff. Teaching assistants and Lunch time supervisors will inform teachers of the reason for the warning or reward.

- All children begin the day in the green zone: ('Green is Great')
- Children can move to Silver and Gold as a reward for good behaviour (learning behaviours and general behaviour)
- Movement to Silver and Gold must be valued and should normally be progressive.
- Once a child is in Silver or Gold this should not be taken from them as it is an achievement. They may drop if the behaviours do not sustain Silver or Gold on the zone board BUT they do not lose their reward as it was achieved. In these rare circumstances teachers should speak to the parents as to what has happened with the child present.
- Children achieving Gold will be entered into the Gold Book and rewarded in Praise Assembly on Friday.
- Some children, who always demonstrate Green behaviour, will be put into Gold as a reward for this achievement
- The Orange Zone is used as a warning for behaviours that are causing concern
- The Red Zone is for if these behaviours continue after the warning.

### **Sanctions Hierarchy - All this will happen in one day, as every day is a fresh start.**

1. First time in Red equals short amount of thinking time on the 'Time-out Table'.
2. Second time in Red equals visiting phase leader in another class and entry into the Red Book.
3. Third time in Red equals visiting Mrs Unitt.
4. Fourth time in Red parents will be contacted.
5. In Key Stage 2 every time a child goes into Red they will complete a consequence sheet to ensure they understand why they are in Red. This sheet will form a record of any unwanted behaviours.

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**If necessary children may leap frog stages of the Red Zone and be referred directly to phase leader or Headteacher.**

Sanctions are most effective if given as soon as possible after the problem behaviour.

Sanctions need to be accompanied by a verbal indication of the rule that has been broken and the behaviour that is expected in the future reminded. Where appropriate, positive reinforcements shown by other children will be rewarded, modelling what is expected.

Criticism of the child or labelling a child can be very damaging to the child's self-image. It is the action that should be criticised and not the child.

Sanctions should always be organised into a hierarchy and should be made clear to the children at all times.

**In instances of verbal or physical aggression or intimidation towards children or adults or continual refusal to follow adult instructions, despite the use of the above sanctions, children may be excluded from school on a fixed term basis. If the behaviours continue and are not modified by school support a Pastoral Support Plan may be recommended to avoid further exclusions. A permanent exclusion will always be a last resort but will be considered if behaviours do not significantly improve. This will be discussed with parents and appropriate bodies where ever possible.**

**Where a child's behaviour and failure to follow instructions is giving us safeguarding concerns this will be considered to be a serious incident and will lead to appropriate bodies being informed and further action being taken. In these circumstances a child may not be safe to attend educational visits off site.**

## **Reception**

### **Rules, rewards and sanctions**

A key objective for children in Reception is to understand what is right and wrong and why. The class rules (our 'golden rules') will be introduced to the children early on in the Autumn term and their meaning will be explored and demonstrated using stories, role play and puppets, using real life situations. We will teach them the behaviours we expect to see, alongside the opposite behaviours that we do not expect to see. These will be displayed pictorially using photos of the children. The rules will be rewarded and reinforced on a daily basis.

### **Our Early Years version of the zone board**

Our rules (the behaviour we expect to see) will be displayed pictorially on weather themed pictures, 'rainbow' being gold equivalent, 'Sunshine' for silver, 'cloud and sun' for green, 'cloud' for first warning, 'rainy cloud' for amber, 'stormy cloud' for red. Children's names will move up or down according to their behaviour and sticker rewards given. A generic sticker for green (if a child is in green by the end of the day), sunshine sticker for silver, and rainbow sticker for gold.

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If children are not following one of the rules, their name will be moved to the cloud. If they continue to break the rule, they move to rainy cloud. If they still don't alter their behaviour, they will be asked to sit on the 'thinking cushion', where they will stay for a short timed period, appropriate to their age (3 minutes. for children aged 3...etc.) and be asked to reflect on what they have done wrong, why it was wrong and what they should have done. They will then discuss this with an adult.

**In instances of verbal or physical aggression to children or adults or continual refusal to follow adult instructions, it may be appropriate for children to sit on the thinking cushion straight away or for the Head teacher to be called.**

### **Bullying**

We understand that children have to grow up in a world that is far from perfect and in which not everyone will behave towards us as we like. Resilience and appropriate responses are important and we endeavour to support all children with this. We define bullying as a repeated act of conscious verbal or physical hurt caused by an individual or group. **It is not the occasional hurt or action of another.**

However bullying is serious and the school will do everything that it can to ensure it stops. We encourage children to tell us how they are feeling and endeavour to build a community of trust, in which individuals are able to talk to any adult in school. All incidents of bullying or bullying type behaviour are recorded in a Bullying Log. We want parents to know they can discuss any concerns about bullying at any time.

### **Racism**

Derogatory racist comments, about colour or culture, are totally unacceptable. They are dealt with in school by education, but if they continue parents will be informed and the incidents will be recorded in the Racism log and reported to the local authority.

### **Serious Incidents**

Serious incidents of behaviour (verbal or physical) are recorded and discussed with parents. The parents will be informed and the child will be excluded for a fixed period of time. Individual assaults on staff or children may result in immediate permanent exclusion or a fixed term exclusion whilst the incident is investigated before leading to permanent exclusion.

**Teachers do not admonish a child using physical violence. Fully trained staff will intervene physically if a child is in danger of hurting themselves or others.**

### **Positive Handling**

If children are at risk of causing significant harm to themselves or others or are displaying unsafe behaviours that put themselves at risk we reserve the right, as a last resort, to use physical intervention and that at all times it must be the minimal force necessary to prevent injury or damage to themselves, others property. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, or equivalent. There will always be 2 members of staff present and. Parents will always be informed if their child

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has received physical intervention in any way. All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures. We recognise that touch is appropriate in the context of working with children and all staff has been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

## **Roles and Responsibilities**

### **The Role of the Governors**

- To support the Headteacher in implementing this policy.
- To visit school regularly and comment on the standards of behaviour that is evident.
- To ensure that all staff act appropriately in applying this policy.
- To deal with complaints as set out in the complaints policy.
- To ensure that severe behavioural issues are dealt with in accordance with National and County legislation and guidance.

### **The Role of the Headteacher**

- To implement the school Behaviour Policy consistently throughout the school.
- To report to Governors when requested on the effectiveness of the Policy.
- To ensure the health, safety and welfare of all children in the school.
- To keep records of severe behavioural incidents.
- To take responsibility for giving fixed term and permanent exclusions; both of these actions will be with the advice of the school / Chair of Governors.

### **The Role of Teachers, Support Staff and Lunchtime Supervisors**

We expect staff to

- Act as role models for Christian values; positive, caring relationships are at the heart of our school. We are responsible for creating an atmosphere of respect, care and forgiveness.
- Deal with all behaviours calmly and rationally.
- Ensure that there are clearly understood and fairly applied boundaries of acceptable behaviour.
- Notify parents of behavioural concerns and work in positive communication for the good of the child, sharing strategies etc.
- Attend our daily Collective Worship; it is a practical way of demonstrating that we are learning about Christian values together.
- Reinforce good behaviours throughout the school, not just within their own classroom; this is a vital way of children hearing the same message and supporting colleagues.
- Supervise any child who may be reflecting on their behaviour during playtime or outside of the classroom.

### **The Role of the Pupils**

- To put into practice the values that are promoted in this school.
- To support the code of conduct by trying their best to follow the classroom rules.
- To be good role models for behaviour.
- To take responsibility for their actions by reflecting on what they have done wrong and saying sorry.
- To show forgiveness, by accepting apologies.

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### **The Role of the Parents and Carers**

- To work collaboratively with the school to support the Behaviour Policy.
- To share any concerns they may have about behavioural issues with school.
- To allow school to investigate and address any behavioural issues.
- To support children's learning.
- To support the school with its reasonable use of sanctions.
- To discuss any further concerns with the Head Teacher or in her absence, the Deputy Head Teacher.
- To treat all staff, parents and children with respect; to resolve disagreements in a respectful manner.

**Incidents of verbal and/or physical abuse or threats against staff, children or other parents will not be tolerated and may lead to sanctions from the Governing Body and/or the Local Authority. In extreme cases parents may be excluded from school premises for a fixed term. Whilst it is accepted that different parents view language differently, cases of language that is unacceptable in front of young children will be dealt with by the Headteacher; the adults spoken to and in extreme cases the matter referred to the governing body for sanctions.**

**Our aim is for all parents, children and staff to feel safe and free from anxiety when visiting our school. This can only be achieved through a common understanding of what is acceptable and with respect of the feelings and values of others. Parents will have the right of appeal to the Governing Body if they feel unfairly treated.**

### **Evaluation**

- The Headteacher, governors and staff will evaluate the appropriateness of this policy annually (sooner if relevant) and amend if necessary.
- The views of the parents and pupils about behaviour will be sought annually in questionnaires and pupil voice activities.
- Behaviour is evaluated regularly in the SEF according to Ofsted criteria and judgments by staff and governors.

**Created – September, 2016**

**Reviewed September, 2017 – No changes made**

**To be Renewed Annually**

**Next Review Date – September, 2018**

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