



Hartlebury Church of England (Voluntary Controlled) Primary School

BEHAVIOUR POLICY SEPTEMBER 2018

Ratified by Governing Body on: Wednesday 3rd October 2018

Next review date: October 2019

Introduction

As a Church of England School, this policy has been formulated in consultation with the staff, children, parents and governors. We believe that every member of our community should feel valued, respected and treated as individuals. Our attitudes and responses to behaviour are based on our core Christian values of love, tolerance and forgiveness. We believe that our community should be a place where everyone feels happy and secure. Central to this aim is the expectation that everyone will display high standards of behaviour and treat others as they would wish to be treated themselves.

Our Core Christian Values

- **Love-** We care for everyone and everything in our community
- **Tolerance-** We value and accept everyone in our community; listening to their opinions and points of view.
- **Forgiveness-** There is nothing that cannot be put right.

Code of Conduct

- We tell the truth
- We respect all adults and children
- We allow others to learn without disruption or distraction
- We behave in a way that is safe for us and everyone around us
- We take care of our environment and the things in it.

This Code of Conduct is clearly displayed around our school with an explanation to our children of what this means on a day to day basis. This is continually re-visited throughout the school day; in curriculum, worship and break times.

Aims

- 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, happy learning and working environment.
- Encourage all children to seek adult help to resolve any anxieties and difficulties, both in and out of school.

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- Promote an awareness that it is the 'choice' of an individual to behave in a particular way.
- 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 and the circumstances
- Focus on the disappointing behaviours, not the child, referring to the action, not the individual.
- Establish shared responsibility between school and home in promoting positive behaviours.

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 track!

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 consequences -Zone Board

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

Consequences 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.

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- 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.

Consequence hierarchy

1. first time in Red equals short amount of thinking time on the 'Time-out Table'.
2. second time in Red equals visiting 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 and will be shared with parents on parents evening.

All this will happen in one day, as every day is a fresh start.

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

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

Consequences 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.

Consequences 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 consequences, 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.

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Bullying (see separate policy Preventing and Tackling Bullying)

Section 89 of the Education and Inspections act 2016 dictates that all schools must have measures in place to encourage good behaviour and prevent all forms of bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically emotionally or virtually. Bullying can take many forms i.e. cyber bullying via text messages or gaming and is often motivated by prejudices against particular groups.

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 peer on peer abuse log and reported to the local authority.

Serious Incidents

Serious incidents of behaviour (verbal, physical or sexual) 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. However any member of staff will intervene 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 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 have 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 are 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.

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The Role of the Headteacher

- To implement the school Behaviour and Preventing and Tackling Bullying Policies 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

- Act as positive role models demonstrating and promoting our core Christian values.
- Deal with all behaviours calmly and rationally and fairly.
- 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.
- Reinforce good behaviours throughout the school.
- 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 our core Christian 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 putting it right
- To show forgiveness

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 the school with its reasonable use of consequences.
- 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 Severn Academies Education Trust. 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 or SAET for sanctions.

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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 or SAET if they feel unfairly treated.

Monitoring and Evaluation

- The Headteacher, governors and staff will evaluate the appropriateness of this policy on a constant basis 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 Self Evaluation Form according to Ofsted criteria and judgments by staff and governors.

Reviewed – September 2018

To be Renewed Annually

Next Review Date – September 2019

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