

# Sherburn Church of England Primary School

## Behaviour Policy January 2018



This policy was formulated in consultation with governors, staff, parents and children. The policy applies to all parts of the school day including breakfast and after school clubs.

Agreed by

Date of next

## SHERBURN VOLUNTARY CONTROLLED SCHOOL

Sherburn CE VC School's Mission Statement is - **'Working together, putting children first within our Christian family'** Our aim is to **'Serve our community by providing an education of the highest quality for children of all faiths and none, within the context of Christian beliefs and practice. We believe in *working together* to make sure the school is a safe, secure, friendly and purposeful place where children are safe, encouraged, challenged and supported to do their best and learn'**.

The Religious Ethos at Sherburn V C School and its 'Christian values' underpin the work of this policy and these influence our care of the individual. The three priority values are friendship, truthfulness and forgiveness.

These support this policy wholeheartedly:

- **Forgiveness** because we learn from everything;
- **Truthfulness** to help us to be open; and
- **Friendship** because we call God our friend.'

This document provides a framework for the creation of a happy, secure and orderly environment in which everyone can work.

*Proverbs 15:1: "A kind answer soothes angry feelings, but harsh words stir them up."*

While the whole school adopts the principles of this policy it will not apply to the nursery aged children and will be adapted to meet the needs of children in the reception class as well as those children requiring individual behaviour plans.

## Governors' Statement of Behaviour Principles

Good behaviour should be promoted at School through the development of an inclusive caring Christian ethos and environment, together with high quality teaching and learning, and procedures which:

encourage children to treat everyone and everything with respect and kindness,  
encourage children to stop and think before they act, to be accountable for their own behaviour and to understand the impact of their behaviour on others,  
ensure consistency, fairness and clear expectations for all,

ensure that children are listened to and encouraged to listen to each other,  
encourage a strong partnership between school and home through effective communication with parents and carers and their early involvement whenever needed,  
ensure that all members of our school community show respect towards each other

These general principles are evident and referred to in our values.

Should any child appear to have particular problems with regard to their behaviour in school, parents will be invited to discuss the perceived difficulties so that an appropriate course of action, for the good of the child, may be agreed.

### **Philosophy**

Our policy is to teach children right from wrong as doing what is right does not always come naturally. We know that children will encounter confusing and at times, conflicting messages, therefore, we have to expect that they may not get it right all the time. During the course of growing up they may show a selection of behaviours from lying, swearing, stealing, cheating, being unkind and bullying. It is often only through reflecting on their mistakes that they will grow and learn.

Our ultimate goal is to develop a level of emotional intelligence and appropriate moral maturity in each of our pupils which will begin to enable them to make right choices and take responsibility for their own actions. We also seek to encourage the growth of self-confidence in our pupils so that they know how not to accept the actions of other individuals which infringe their human dignity and cause them hurt.

The governing body of The Wolds and Vale Federation authorise the Headteacher to implement the Physical Intervention Policy. This acknowledges the power to use reasonable force or make other physical contact. **This will only be employed as last resort.** The Headteacher also has the power to discipline beyond the school gate covering the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a member of staff or reported to the school – e.g. if the child is taking part in any school organised/related activity; travelling to or from school; wearing school uniform or in some way identifiable as a pupil at the school; or could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school. The Headteacher will in most cases discuss the matter with parents/carers and chair of governors and take appropriate action, considering whether the police should be notified referring to the safeguarding policy, if necessary.

### **CONTEXT**

Discipline in a Christian community is about the growth of self-discipline. We actively teach our pupils, by example and discussion:

- to respect ourselves
- to show love, care and respect for others and our environment
- to tell when we have a problem so that adults may help us
- to choose to do what is right
- to say sorry and restore friendships when we have failed to make the correct choice
- to forgive and start again

**Our Moral Code forms the foundations of our behaviour policy (Appendix 1)**

### **AIMS**

We try:

- to encourage a positive, harmonious and purposeful atmosphere where pupils can learn to the best of their abilities
- to create an atmosphere where all pupils feel valued themselves and treat all others with respect
- to encourage children to take responsibility for their own actions and behaviour
- to develop pupils' abilities to sort out difficulties in peaceful ways.

We do not allow children to sort out their problems by hurting, physically or verbally. It is our aim to provide a framework for the growth of self-discipline and we believe that parents will be able to support this.

Our Mission Statement sets the context for such a framework.

*'Working together, putting children first within our Christian family'*

**REMEMBER! It is important to address the BEHAVIOUR not the CHILD**

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships based on our Moral Code and Christian values.

## Code of Conduct

- ✓ *It is expected that everyone in the school community will follow and adhere to the school behaviour policy.*
- ✓ *All adults are expected to model the behaviour we expect from children*  
*(see Appendix 2: The Golden Rules).*

## Expectations

At school we operate a positive behaviour policy which has high expectations of all within the school community.

The school:

- ✓ Has a whole school approach to behaviour to ensure consistency, setting good habits early with high expectations of cooperative behaviour from the very beginning. (Appendix 2 The Golden Rules)
- ✓ Involves all pupils in the creating and reviewing of class codes of conduct.
- ✓ Provides a purposeful learning environment conducive to 'on task behaviour'.
- ✓ Involves parents / carers by communicating effectively to ensure their support.
- ✓ Makes positive recognition of pupil achievement.
- ✓ Supports behaviour management through circle time, PSHCE input, peer mediation and school council.

- ✓ Makes every effort to defuse potential problems before they arise through discussion and de-escalation.
- ✓ Ensures that if things go wrong, pupils are given the opportunity to put things right.
- ✓ Has zero tolerance towards certain behaviours such as bullying, racism, swearing, rudeness and fighting. These are dealt with when encountered and addressed as part of PSCHE across the school.
- ✓ Has a whole school responsibility for the pastoral system but with senior members of staff having more specific responsibility for serious unacceptable behaviour.

### **Positive Behaviour Plan Rewards**

A major aim of the behaviour policy is for teachers to encourage children to demonstrate good behaviour by operating a system of praise and reward that encourages teamwork. A whole school system of awarding points for Team/House Groups will be implemented.

Each class will use the Dojos award system within their class. These will be given for the following key principles:

- ✓ High quality work
- ✓ Excellent effort
- ✓ Excellent behaviour for learning
- ✓ Improved work, effort or behaviour
- ✓ Care, consideration and kindness towards others
- ✓ Positive occurrences / behaviour for pupils with Behaviour Plans / expectations.
- ✓ Providing excellent examples of following the Golden Rules.

### **Positive Behaviour Plan: Stage and Sanctions Information**

Children who have been removed from class should always be supervised. Children must NEVER be asked to stand outside a classroom. It is important that not all children suffer for the misdemeanours of the few and it is equally important that the few “offenders” have the opportunity to retrieve themselves by exceptionally good or helpful behaviour.

A system of sanctions is operated for the few individual children who fail to follow the school rules and whose anti-social behaviour adversely affects their peers, the staff working with them and the teaching and learning environment generally.

All staff must respond to those children exhibiting anti-social behaviours and breaking rules, particularly around the whole school and not just the classroom, and deal with these instances of inappropriate behaviour quickly. Children are made aware that negative behaviours will be noted, recorded by staff and viewed seriously by the whole staff and not just by the child’s teacher. The inappropriateness of their behaviour will be stressed and alternative, acceptable ways of reacting to situations and events considered.

#### **Traffic Light System**

- Green – good behaviour
- Amber – verbal reminder about good behaviour
- Red – time out issued (proportion of time in light of behaviour) from break or dinner
- Double red – sent to the Headteacher

## **OUT OF CLASS SANCTIONS**

Children will be sent to the Headteacher or 'teacher in charge'

If the above staff are not available, the child will go to another class (or teacher teaching assistant without class commitment at that time)

Whilst there, children should sit in silence, with appropriate work / activity which can be completed independently. (It is the class teacher's responsibility to ensure that children have appropriate work).

Pupils' should be made aware that poor behaviour in the vicinity of the school or on a journey to and from school can be grounds for exclusion e.g. fighting, vandalism and threatening behaviour.

An exclusion can only be authorised by the Headteacher.

## **POSITIVE BEHAVIOUR PLANS**

When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one more than the other until the facts have been determined.

1. Children should be encouraged to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
2. School rules should be applied consistently and children reminded of them regularly.

**All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships.**

**The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.**

Lunchtime issues –

- ✓ Children are issued with a warning for minor poor behaviour. Rough play is given a clear warning.
- ✓ If pupils persist with poor behaviour, they are sent to an appropriate adult. Their behaviour will continue to be reported to the class teacher who will record it in the class behaviour file.
- ✓ Pupils are asked to 'stop and think' if the behaviour warrants this.
- ✓ Lunchtime staff feedback the behavioural concerns to the pupil's teacher, through a log sheet, who investigates the incident further if necessary and records the incident in the behaviour file. The class teacher feeds back to the pupil's parents at the end of the day if they consider it appropriate to do so.
- ✓ All behavioural incidents should be recorded using online system of CPOMs
- ✓ Any serious breach of acceptable behaviour should be notified or referred to the Headteacher or 'teacher in charge'.
- ✓ Bullying, fighting, theft, racism or any serious recurring issues should be reported to the Headteacher in addition to these incidents being recorded on the Sims system by the admin staff.

## **BULLYING**

School has zero tolerance for incidents of bullying and all accusations of bullying will be taken seriously, investigated and recorded. Bullying is defined as the intention to hurt, frighten or intimidate another person on a repeated basis. Bullying in this school is regarded as unkind behaviour.

Not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- ✓ that it is repeated and goes on over time;
- ✓ that it is deliberate and not accidental;
- ✓ that it involves the person doing the bullying having some sort of power over the person experiencing the bullying

At least annually children are reminded of how to use the internet, in particular, social networking safely. Children are made aware of what may constitute cyber bullying and are encouraged to follow internet rules of safety. They will also be asked to sign an e-safety agreement.

A common characteristic found amongst those who bully and those who are bullied, is low self-esteem. As self-esteem is a crucial component in our ability to express our ideas, needs and feelings without resorting to aggression or submission, it is intended that the implementation of our rewards and sanction systems in school and the development of positive, caring relationships will negate the need for individuals to bully either physically or emotionally.

However, there are two main types of bullying. Physical bullying is the most obvious to detect, where one child, or group of children, try to exert his/their authority over another by pushing, shoving, striking another child causing stress and/or physical damage. Emotional bullying is less easy to spot. This type of bullying can go on for weeks undetected and may only come to the teacher's attention by the concerned parent notifying the teacher of the child's reluctance to come to school, sleeplessness or bad dreams, bed wetting or other physical symptoms displayed at home.

By its very nature bullying is a behaviour which is usually hidden from the adults in the school. When it happens, it occurs primarily at playtimes or outside school hours but can be conducted in an underhand way in the classroom itself.