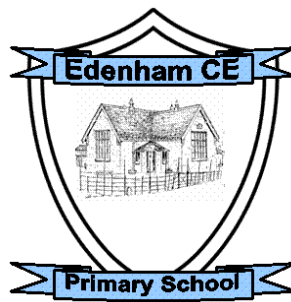




Behaviour Policy

Edenham C of E Primary School



Policy Co-Ordinator: Headteacher

Policy Dated: March: 2023

Date to be Reviewed: March 2024

Presented to Academy Board: March 2023

Review Cycle: Annually

Let us run with perseverance the race set before us – Hebrews 12:1

At Edenham C of E Primary School we are committed to providing a safe learning environment in which the pupils are encouraged to treat each other with respect and kindness in every aspect of their lives. The principle aim of this policy is to ensure that good behaviour assists the school to develop the potential of all pupils. Our Christian values motivates us to follow in Jesus' example when we apply our behaviour policy. At our Christian school, outstanding behaviour is rewarded and inappropriate behaviour is dealt with using a range of reflective, consistent and fair consequences ensuring children know we are here to support them. Christ's message of forgiveness is implicit in all we do. It is always made clear to a child that it is the behaviour we find unacceptable- not them.

“Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.”

Ephesians 4:32 ESV

The Rational

At Edenham C of E Primary School we believe that:

- It is essential that our school has a positive ethos;
- All members of the school community have the right to feel safe;
- All members of the school community have a right to be respected;
- Good behaviour is a necessary condition for teaching and learning to take place and that all members of the school community have the right to learn;
- It is essential that school and parents work in partnership to promote and encourage good standards of behaviour;

Our rational is also based on our school's core values. At the start of the new academic year, staff will remind pupils of our core values and these are discussed, shared and explored with the children throughout each term.

- Compassion
- Respect
- Courage
- Hope
- Forgiveness
- Perseverance

Aims

We aim to:

- Promote our school's Christian values including Compassion, Respect, Honesty, Trust, Forgiveness, and Perseverance within a caring, safe and nurturing environment.
- Create the right ethos and climate of behaviour;
- Develop in pupils a sense of making the right choices and an acceptance and responsibility for their own actions;
- Support pupils to develop further and learn from their mistakes;
- Ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
- Create the conditions within our school community in which there is mutual respect between all members and proper concern for each other, property and the environment;
- Develop a supportive atmosphere, in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.
- Be compassionate towards others and demonstrate and seek forgiveness if things don't go well.

Management

We will ensure that decisions on the curriculum, organisation and other aspects of school life are aimed at enhancing positive behaviours in school. We believe that:

- Effective communication is vital between all stakeholders to ensure clarity of expectation.
- The Senior Leadership team should be available to support teachers when behavioural difficulties arise.
- The principle that good relationships are the pre-requisite of good behaviour is established throughout school.
- All staff in the school should accept responsibility for maintaining good behaviour in the classroom and elsewhere.

Responsibilities

Children's responsibilities:

- To work to the best of our abilities;
- To allow others to do the same;
- To treat others with respect;
- To follow instructions from school staff;
- To take care of property and the school environment;
- To co-operate with others;
- To take responsibility for our own actions.

Staff Responsibilities:

- To have high expectations for all pupils;
- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential;
- To use rules and sanctions clearly and consistently;
- To provide a challenging and relevant curriculum;
- To create a safe and pleasant learning environment;
- To be a good role model;
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- To recognise each child as a unique individual.

Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations;
- To foster good relationships with the school;
- To encourage independence and self-discipline;
- To show an interest in school activities;
- To support the school rules and expectations;
- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- To support the school in the implementation of this Behaviour Policy.

Volunteer and Visitor Responsibilities

- To treat all children fairly and with respect;
- To work with school staff to support pupils in school;
- To demonstrate respect towards others and be good role models to the children.

School systems for promoting positive behaviour

Language

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection.

Positive Messages

Where appropriate, Teachers are encouraged share success and celebrate success with children's parents/carers.

Rewards - Celebration Collective Worship

Once a week we hold Collective Worship with a theme of Celebration. There are several types of rewards that are shared here:

- Star of the week certificates (recognising success in the classroom)
- Special award certificates (recognising a child's effort or the showing of a school value)
- Additional certificates (for example for sporting or musical achievements) may also be awarded, including those received outside of school.
- Headteacher's award may also be given

Rewards

As well as the awards presented in Celebration Collective Worships children may also receive –

- House points
- Stickers
- A place on the proud cloud
- The opportunity to re-call success or displays of good behavior to the headteacher

Sanctions

We believe in a restorative approach, whereby an incident is discussed with a child and they are educated on why it is deemed unacceptable and systems put into place to ensure that the behaviour does not occur again, however there are also the needs for sanctions. This list below is not exhaustive and each situation is dealt with individually with teachers and the headteacher using their own professional experiences to ensure equity.

Level 1

If a child displays any of the low level behaviors below they will be reminded of the school's expectations, if it continues the sanction that will be put into place if it continues will be explained, if the behaviour still continues the following may be used:

- Time during break or lunch spent discussing the behaviour and how it can be put right
- Time during break or lunch rectifying the behaviour
- Time during break or lunch reflecting on the behaviour
- A conversation with a trusted adult explaining why they are displaying the behaviour they have shown

Level 2

If a child displays any aggressive behaviour, or is deemed to hurt another person or damaged school property with intent they will be removed from the area, and break or lunch times will be missed. The child will be spoken to by the headteacher and parents will be contacted, when it is deemed that the child can return to class or other areas of school whilst maintaining the school's high expectations they will be able to do so. The sanctions below may also be used:

- Removing privileges
- Withdrawal from the playground at break and/or lunchtimes
- A meeting with parents

*If the behaviour is deemed to warrant it the sanctions for level 3 behaviours may be also be used

Level 3

If a child is found to be carrying out behaviours that are deemed to be bullying (see behaviour policy) one of the following sanctions will be used:

- Child and parent/carers to discuss with headteacher
- Withdrawal from the playground at break and/or lunchtimes
- Removing privileges
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Behaviour level	Behaviours displayed (not exhaustive)
Level 1	<ul style="list-style-type: none"> • Talking over an adult • Disrupting the learning of others • Not listening • Poor manners • Rudeness • Refusing to follow reasonable instructions
Level 2	<ul style="list-style-type: none"> • Fighting • Physical abuse • Damage property with intent <p>*The continuation of Level 1 behaviours over a period of time could also be recognised at this level</p>
Level 3	<ul style="list-style-type: none"> • Bullying of any kind • Discrimination <p>*The continuation of Level 2 behaviours over a period of time could also be recognised at this level</p>

Exclusions may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one-off incident.

See also Government guidelines:

[School discipline and exclusions: Exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Use of Reasonable Force

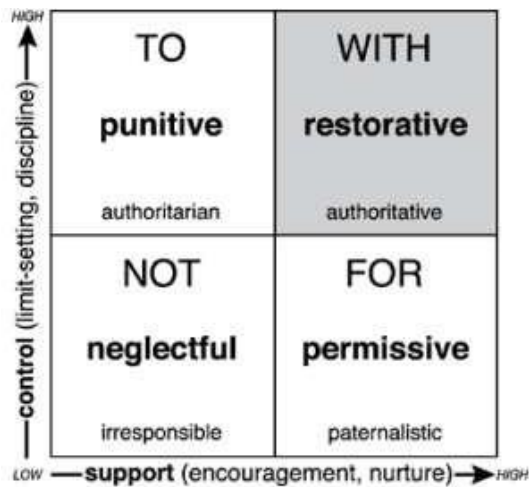
In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines: [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Restorative Practice

Restorative Practice is not a sanction but may result in an immediate sanction (see table above) dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance. There are four key elements to Restorative Practice (RP).

The Social Discipline

Window RP is about working with the children rather than doing things 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.



A Fair Process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

Restorative Questions

These are asked to sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer	Questions for injured party
What happened? What were you thinking at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right?	What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Monitoring of Behaviour

Behaviour is monitored by the Head Teacher using the CPOMS tracking tool and regular conversations with staff. Patterns in behaviour may be identified and addressed with children and/or parents in order to best support the children. All incidences of behaviour from Stage 2 onwards is recorded using CPOMS.

Additional Support

Additional support is available through the schools SEN systems and via additional interventions. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary, pupils will be provided with an Individual Behaviour Plan. IBPs are reviewed termly. This supports the achievement of short, realistic targets and links to our SEN Pupil Passports. Parents are informed at every stage of this process.

For pupils with more significant difficulties with behaviour, the school will seek to work in partnership with outside agencies such as the Behaviour Outreach Support Service (BOSS) and the Educational Psychologist. This will usually take place after IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

The Edenham C of E Primary School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with SEND and other pupils as their personal circumstances warranted it. Adjustments made and agreed would be shared with staff members in school. This may mean that there is an appearance of the policy not being adhered to at times as rewards and sanctions are applied 'differently' but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

Bullying

Bullying is unacceptable and will not be tolerated in school. Please see the school 'Anti-bullying Policy' for more detailed guidance.

Supporting Supply and Cover Teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND support before the supply teacher begins with a class.
- Relevant medical information on Scholarpack
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Summary of the school behaviour policy.

Staff Development

The School may use external professionals to provide whole school training as required. Staffs are also signposted to relevant support and training as appropriate. In house training is provided in order to support staff development further.