

GREENS NORTON C OF E PRIMARY SCHOOL – BEHAVIOUR POLICY

Approved by	Date	Due for Review
Mr Richard Owen (Chair of Governors)	01.03.19	March 2020
Mrs Sue Marsh (Head Teacher)		

INTRODUCTION

At Greens Norton Primary School we believe that every child has the right to thrive and learn, and to be safe and happy. At the same time, every child has the responsibility to see that others in the school community are safe and happy and be ready to care for each other. Our vision as a school is to educate, inspire and nurture every child in a loving and inclusive Christian environment, so they have the confidence and skills to excel in their achievements and flourish as fair and kind children of God.

In addition to teaching our pupils the national curriculum, we are also concerned with developing their social skills including how to play together and how to behave towards one another. We want our children to have a good understanding and appreciation for Christian values such as right and wrong, fairness, tolerance, kindness, helpfulness, and respect for one another.

Be fair, be kind and trust in God. Micah 6:8

OUR AIMS

- To develop co-operation in all aspects of school life.
- To ensure the safety of all members of our school.
- To encourage children to take responsibility for their own actions and realise that actions have consequences.
- To develop respect for their own and other people's property.
- To understand the need for and develop acceptable behaviour in a variety of situations.
- To make our school a happy, safe and caring place to be.
- To discourage aggression in all its forms.

ENCOURAGING CHILDREN

We encourage children:

- To care for themselves, to be responsible for their own personal safety, to develop self-esteem, and confidence and to take pride in their own achievements.
- To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- To develop a sense of shared responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.



ACTIONS WE TAKE AS ADULTS TO PROMOTE POSITIVE BEHAVIOUR IN SCHOOL

- Children are greeted into classes every morning and afternoon by an adult.
- Clear and consistent routines help children feel safe and assist children in meeting expectations.
- School rules are kept simple – Be Ready; Be Respectful; Be Safe – are clearly displayed and regularly referred to by all adults.
- Expectations are agreed, taught and revisited regularly with children.
- Desired behaviours are recognized continuously by adults.
- Time and energy is given to building positive relationships with children.
- Patience, resilience and kindness are modelled by adults.
- Extraordinary, over and above behaviour is celebrated publicly.
- Adults use unemotional scripted language when dealing with undesired behaviours. E.g. “You need to ...”
“I’ve seen you make the right choices before so now you need to ...”

THE SCHOOL RULES

- **Be Ready**
I will arrive at school ready for learning. I will try my best and take pride in all my work. I will complete homework to the best of my ability and on time. I will get involved in school activities such as clubs, sports and performances.
- **Be Respectful**
I will show respect for others by engaging politely and following instructions. I will ensure that my behaviour in class is such that it helps other children to learn. I will be friendly, kind and courteous to everyone at all times. I will treat belongings, school property and the environment with respect.
- **Be Safe**
I will make choices in my learning and play that keep myself and everyone else safe. I will walk quietly in and around the school building in a sensible and considerate manner. I will report to an adult anything I see that I consider to be unsafe.

REWARDS

Children who consistently demonstrate positive behaviour and adhere to the school rules will be rewarded with marbles. Marbles equate to House Points which are collated each week in Celebration Assembly. The winning House at the end of each term is rewarded with an agreed House reward, such as a Mufti day.

Each week class teachers nominate one child to be the Star of the Week for their class. Parents or carers are informed and invited to Celebration Assembly where the child is presented with a certificate and words are read out from the class teacher about why they have been chosen.

When a child demonstrates a positive attitude to learning through effort and for outcomes he/she is rewarded with a sticker. Each child has a sticker chart. They start with a bronze chart which requires 25 stickers, then a silver chart with 50 stickers, and gold with 75. Completed charts are taken to the Headteacher who will issue the child with a certificate in Celebration assembly on a Friday. Each certificate is worth the equivalent number of house points.

If a child completes a piece of work that a member of staff considers to be exceptional, they may be sent to the Headteacher for a Headteacher’s Award.

In addition, a child can be recognised by any member of staff for ‘over and above’ behaviour. This is something that the child has done that exceeds our usual expectations and deserves recognition as going over and above.

This is celebrated during Friday's celebration assembly and the child's name added to the Over and Above display.

CONSEQUENCES

Children will be given reminders, prompts and warnings to assist them in meeting the school's expectations for good behaviour. If, after a verbal warning, a behaviour is not corrected, the child will miss part of the next break time. This time will be used by the adult for a restorative conversation using these three questions as a guide:

1. What happened?
2. Who was affected?
3. How can I put things right?

It is important that time is given to teaching children about expected behaviours and helping them to understand the impact of their behaviour on others. However, adults also recognise that it may not be appropriate to talk with a child immediately, and a judgement will be made about the best time to have this conversation.

If a behaviour persists then a child may be moved within the classroom to learn away from peers, or may be asked to leave the classroom and go to another classroom for a period of time.

For more serious behaviours children may miss longer periods of break time, e.g. a period in the mobile away from play during the lunchtime period, or may be required to see the Headteacher or Assistant Headteacher.

For serious misdemeanors or repeated unexpected behaviours, teachers will contact parents by phone and may request a meeting to discuss possible actions to help a child get back on track and improve their behaviour.

SUPPORTING CHILDREN WITH EMOTIONAL OR BEHAVIOURAL DIFFICULTIES

We acknowledge that as a school we have children with needs - physical, emotional, learning, behavioural and social. For these children, their behaviour not only impinges on themselves but on the school as a whole. All children, including those with emotional and behavioural difficulties, have the same right to be educated in our school.

In order to respond to the Code of Practice, we have a structure for working with an individual child similar to that for children with a learning difficulty, (i.e. literacy, numeracy)

At each stage it is essential that evidence is kept in order to access additional support or alternative provision in the future, if appropriate.

INDIVIDUAL BEHAVIOUR PLAN

Where behaviour has become an issue, a behaviour plan will be set up by the class teacher. It will show the desired behaviours as well as those identified as problem areas for the child. It will include the strategies to be used to support the child in modifying their behaviour.

Plans must be enabling and positive. Steps towards replacing the unacceptable behaviour with the desired ones may be very small but need to be recognised, especially for children whose behaviour is particularly challenging.

When a child's behaviour is affecting his or her academic progress or is identified as a concern because it is disruptive or unusual in a child of that age, then a plan is necessary. Drawing up the plan is the responsibility of the class teacher.

Parents will need to be informed, and they will be asked to support the school in carrying out the plan.

All colleagues who have regular dealings with the child (including mid-day supervisors) will need to be told about the plan and the agreed approach.

If a child persistently misbehaves then help, support and advice will be sought from the appropriate agencies including the EIP (Educational Inclusion Partnership).

EXCLUSIONS

As a final resort, we have the powers to exclude a child from our school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements will be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.

The Headteacher reserves the right to override the sequence of consequences in cases of extreme behaviour. Children may be excluded for a fixed period or permanently.

As exclusion is an extreme sanction it can only be administered by the Headteacher. Exclusion whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy;

- Verbal abuse to staff or other adult
- Verbal abuse to child
- Physical abuse to /attack on staff or child
- Indecent behaviour
- Damage to property
- Theft
- Serious, actual or threatened violence against another child or a member of staff
- Sexual abuse or assault
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Separate government guidance is available on screening and searching children and the use of reasonable force. (The Use of Reasonable Force - advice for school leaders, staff and governing bodies)

<http://www.education.gov.uk/schools/childsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>