



The Holme Church of England Primary School

The Good Shepherd Trust

Academies in partnership with the Guildford Diocese Education Trust
The Education Centre, The Cathedral, Guildford, Surrey GU2 7UP Tel: 01483 450423

Behaviour Policy



Diocese of Guildford

Date	Review Date	Coordinator	Responsible Body
September 2016	May 2018	Headteacher	Governing Body

The Trust and governing body (we) are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We aim to aid the continuity and consistency of behaviour throughout the school, by providing a whole school approach towards appropriate and inappropriate behaviour, both in and out of the classroom.

Aims

- for everyone to treat each other and their surroundings with care, consideration and respect, demonstrating positive values and behaviour at all times so ensuring a safe and happy school in which children can learn and grow.
- to promote a positive self-image within each individual and a high morale and sense of purpose amongst staff and pupils as a result of this shared and consistent approach to behaviour.
- to encourage an open atmosphere in which children feel able to talk freely, with particular regard to any aspects of bullying, or other problems or concerns.
- to support staff and children by providing guidelines, structures and handling strategies.
- to encourage the involvement of home and the wider community in the implementation of this policy.

Values

Our Christian beliefs and Values-based Education are the foundations of our approach to positive behaviour.

We encourage:

Respect, Tolerance, Honesty, Kindness, Courtesy, Forgiveness, Justice and Self-discipline

We will not tolerate:

Bullying, Racism, Rudeness, Cruelty and Dishonesty

School Ethos

The whole school approach to managing behaviour is a positive one. Dealing with behaviour is the collective responsibility of all members of staff in school, not just the teacher, teaching assistant or midday supervisor immediately concerned with a particular pupil.

All staff look for children working and behaving well and reward consistently. Children support each other and act as good role models. They are always encouraged to consider the choices they make in terms of their values and to take responsibility for their behaviour. Our positive approach to behaviour management helps to ensure that our children stay safe, enjoy and achieve and make a positive contribution to the community.

Parental Involvement

At The Holme we value the role that families play, both in the life of the school, and in their children's education. Parents who value the education of their children should also place importance on good behaviour and thus both home and school support each other. Parents are informed of procedures and of our values when a child enters the school and throughout the year as is necessary. They sign a Home-School Agreement when their child starts school.

Staff are available to talk to parents about any concerns at the end of the school day or by appointment. If a child is causing a concern, either at home or school, it is best for us to talk at an early stage, hopefully before the negative behaviour becomes established. It is much more effective if home and school are working in partnership and that this fact is recognised by the child concerned.

The School Environment

We promote the aims, values and ethos of the school through our positive environment, where all children, staff and parents are valued. The way in which the school is organised and the consideration given to the diverse range of needs of all children has a positive impact on behaviour. The involvement of everyone in school leads to greater understanding and commitment.

We believe there is a close link between the school environment and values and behaviour. We aim to provide a pleasant environment, with colourful and interesting displays, which children have contributed to and therefore respect and from which they gain a strong sense of self-worth. We have wonderful grounds, which we are always striving to improve.

The school day is organised to minimise unstructured times, so that children feel happy and secure in a routine, allowing flexibility for change when necessary.

Curriculum

We recognise that the quality of curriculum content and teaching methods are important influences upon children's behaviour. Our curriculum is underpinned by Values-based Education and high expectations of learning for all pupils in all areas.

Good behaviour stems from positive attitudes and values, which are taught or reinforced through all areas of the curriculum, but in particular in RE, as well as in PSHE lessons. They are introduced and taught in our daily Collective Worship, frequently linked to Bible stories and examples from Jesus' life. Every class has a R time lesson on Mondays before playtime, where they meet their new Learning Partner and learn to develop their values of Respect and Courtesy.

We have a strong focus on Growth Mindset learning and building our learning values of Resilience, Cooperation and Reflection.

Playtimes and Lunchtimes

We have large playgrounds and the children have space to run and play without being overcrowded. We have the same expectations of values to be shown outside as we do during lesson times.

As a Values-based school, we don't expect our children to line up at the end of playtimes, but trust them to come quietly into class where their teachers meet them. This has been shown to reduce the number of 'end of play' issues that can typically occur in line.

Systems are in place for lunchtime staff to communicate with class teachers and vice versa to ensure consistency in our approach.

Code of Conduct

As a Values-based school we have chosen not to have school rules, but instead for each class to create their own Class Code of Conduct, which all children and staff sign up to. These are written in values language and reflect the school ethos.

On the odd occasion where a specific rule is required, it is phrased in a Values-based way, e.g. Showing respect in the playground means we don't run over the flower beds.

Rewards and Consequences

Our school emphasis is on rewarding positive behaviour and the values which we see. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Staff actively seek to 'catch children showing values'; praising children who are doing the right thing invariably leads to others copying. To be effective rewards must be fair, consistent and specific.

Rewards include, but are not limited to, awarding house points, stickers, verbal praise, sharing great learning with another class or SLT and notes home. In our weekly Celebration Assembly (to which families are encouraged to come), one member of each class is awarded the Star of the Week certificate to celebrate the showing of specific values. We celebrate effort and achievement in Reading, Handwriting and the learning of times tables. Each month we award the Values Role Model awards to one child in EYFS/KS1, one in KS2 and a staff member. Children earn a place on the Values Tree for showing instinctive values to others.

Of course, we also recognise that there are times when things go wrong and children make poor behaviour choices. Our principles remain the same, that consequences are fair, consistent and specific. We believe that children should not suffer public humiliation as part of a consequence and we are a non-shouting school. Responses to behaviour, good or bad, should be consistent, fair and immediate and should fit the behaviour. We support the child and give them a way back when things go wrong, recognising how difficult this can be for some children. We focus on the behaviour rather than the child and encourage the child to share views on how we should respond, leading a conversation around the values shown (and alternative ways forward next time, if positive values were not shown). Consequences include, but are not limited to, missing playtimes/lunch times, being sent to another class or SLT, writing a note of apology, speaking to parents. Incidents of poor behaviour are logged on behaviour forms and kept in the class file. Files are monitored each term to track trends and patterns and form the basis of whole school reviews of our behaviour management.

Serious Incidents

For more serious incidents, e.g. racial remarks or any physical violence etc, the child is seen immediately by a member of SLT. Parents may be informed. A record is made on the school behaviour forms and logged in the class file. Hate incidents are also recorded by SLT for reporting to the LA, governors and the Trust.

Exclusion

It is not part of the school ethos to exclude pupils, however there may be very rare occasions when this is the appropriate step to take:

- in response to a very serious breakdown of our behaviour policy;
- once a range of other strategies have been followed;
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school.

We follow the LA guidelines and inform the parents, governors and the Trust. Procedures are then put into place and are followed very carefully.

SEND

Our approach to promoting positive behaviour is effective for the vast majority of children. However, when a child presents with persistent inappropriate behaviours a more personalised approach is adopted. Children may be identified by staff or parents and the SENDCo will become involved to support an appropriate response. This may be recorded on an IEP and the advice of outside agencies may be sought. These can include the Educational Psychology Service, the Behaviour Support Team, CAMHS and Educational Welfare Services. If behaviours are particularly challenging and likely to result in exclusion, a Pastoral Support Plan is put in place. We have an ELSA-trained TA, who works with individuals and groups to support behaviour and another LSA who supports specific children at lunchtimes.

Bullying

Any incident of bullying and any complaint from a child or parent should be taken seriously and investigated. It is the responsibility of everyone to prevent bullying happening in the school. The Headteacher should always be informed of any bullying incident, where upon appropriate action may be taken.

Please refer to the Anti-Bullying Policy.

Linked Policies

Anti-Bullying
Home-School Agreement
Values-based Education
Learning Environment

Headteacher:	Ruth Worswick	Date:	30-09-2016
Chair of Governing Body:	Jeff Batchelor	Date:	30-09-2016