

## BEHAVIOUR POLICY

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

### 1 Why do we need a Behaviour policy?

The law requires schools to have a written behaviour and attendance policy, for this policy to be bi-annually reviewed, and for it to be made known to pupils, parents, guardians and staff. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

### 2 What are the Aims of our Behaviour Policy?

By implementing an effective Behaviour Policy we aim to:

- Create a caring, stimulating and secure environment in which staff and pupils can work and play safely.
- Help our pupils stay safe, healthy and happy.
- Ensure the individual and collective rights of all members of the school community, and acknowledge that the maintenance of good behaviour in school is a shared responsibility.
- Access the full range of learning opportunities in a calm, positive environment, and help our pupils achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- To promote/develop empathy and respect for oneself and others, reflecting the values of our school's Christian ethos.
- To develop in pupils a sense of appropriate behaviour and self discipline and an acceptance of responsibility for their own actions in a wide range of social and educational settings;
- To raise pupils' self esteem, enabling them to be confident of their right to be treated fairly.
- To encourage pupils to value the school environment and its routines.
- To empower staff to determine and request appropriate behaviour from everyone.
- Encourage the involvement of parents/carers in the development of their child and enable everyone in the school community make a positive contribution.
- To work within a positive, proactive reflective approach to behaviour management, ensuring that positive behaviour is always recognised.
- To ensure the policy is fully understood and is consistently implemented throughout the school and that effective strategies are in place for the monitoring and evaluation of this policy.

### 3 Our School Rules

Our school ethos (see Appendix 1) inspires us to provide a high standard of education for every child, whilst at the same time developing their spiritual, moral and ethical well being. In order to achieve this, the school has a number of Rules which cover all aspects of school life, including break and lunch times:

- \* Try to honour God in all you think, say and do.
- \* Work hard. Come into school ready to learn.
- \* Respect others – their property, their space, their beliefs and opinions. Do treat them as you want them to treat you.
- \* Do be kind and caring. Don't hurt anybody, in word or action, in school or outside.

- \* Do listen to the teacher or helper, and to each other. Don't interrupt or call out.
- \* Be a team player and make our school a happy place.

## Roles and Responsibilities

All Governors, staff, pupils and parents are aware of the standards of behaviour required, and the principles underpinning them. Volunteers should refer all behaviour issues to school staff who have ultimate responsibility. Volunteers should expect to be treated with respect and politeness and should refer any concerns to staff. The Home-School Agreement reinforces this understanding – see Appendix 2.

Governors	Staff	Pupils	Parents
To establish the principles for the school's policy on behaviour and discipline, in accordance with the law.	To secure the standards of behaviour demanded by the policy, and to lead by example.	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To support the staff and teachers in their work to maintain high standards of discipline and behaviour.	To be consistent in dealing with pupils (whilst bearing in mind a child's individual circumstances).	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
Ensure that the aims and values of the school reflect those of the wider community.	To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence To provide the school with an emergency contact number
To set the standards and expectations which will allow all pupils to thrive in school.	To have high expectations of the pupils and encourage self discipline.	To work hard, and take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To provide guidance to staff (including provision of training where necessary), and support when problems occur, eg in the pupil exclusion process.	To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	Whilst in school or at a school event, to treat all staff, other parents and pupils with courtesy, respect and consideration.
To encourage regular communication between home and school	To develop a constructive dialogue with parents over behaviour issues.	To be tolerant of others, irrespective of race, gender, religion and age	To be prepared to meet with staff to discuss issues and problems with your child, and to reinforce patterns of good behaviour at home.
Provide opportunities to publicise and celebrate good behaviour	Praise good behaviour through reward schemes.	To praise and respect the achievements of others and to be happy for them.	Provide positive praise at home for good behaviour at school.

## 5 How do we teach good behaviour?

All adults encountered by the children at Ardeley have an important responsibility to model high standards of behaviour both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Value each and every person as an individual.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show an appreciation of the efforts and contributions of all.

Thus, we teach pupils the principles of good behaviour through example, and by encouraging contemplation of the effect of one's own actions. What constitutes good behaviour, and the principles underpinning it, will be addressed daily throughout school life in assemblies and by the positive example set by all adults within the school community. Many principles will also be dealt with more formally through the school curriculum, in particular PSHE and RE.

We also believe that an appropriately structured curriculum and effective learning contribute to good behaviour. We minimize the opportunity for bad behaviour by thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback. All these measures help to avoid the alienation and disaffection that can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

## **6 Recognising Appropriate Behaviour**

This school recognises, rewards and celebrates good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour and social skills. We will:

- Make positive comments, praising or rewarding children's' appropriate behaviour.
- Give immediate and frequent positive reinforcements, which are specifically related to behaviour.
- Give attention to those behaving well rather than those behaving badly.

In addition, the class teacher or any other member of staff may recognize and reward good behaviour through:

- Class reward systems (eg smiley faces, air points)
- Stickers, certificates and prizes
- Special privileges
- End of week/term/annual rewards
- Headteacher's Award
- Peer praise/awards.

## **7 Managing Inappropriate Behaviour**

The school acknowledges that there may be times in the school day when negative behaviour may be more likely to occur – when children are tired, hungry or when there are changes in routine. Every effort should be made to anticipate these situations and provide appropriate support for children to prevent the onset of inappropriate actions.

If however, inappropriate behaviour occurs:

- Give a clear, short, discreet and wherever possible private warning (appropriate to the child's developmental stage), which clearly states which aspect of the child's behaviour is unacceptable.
- Criticise the action rather than the child.
- Give a warning of the consequences if the behaviour does not stop.
- If the behaviour continues carry out the consequences which should be in proportion to the offence (removal of toy, move child away from activity, time out etc).

- Reinforce expectations of good behaviour and welcome the child back into the group for a ‘fresh start.’
- Avoid group sanctions wherever possible

If a child continues to behave in an unacceptable way and his/her behaviour is disruptive or prevents themselves and / or others from learning further action may need to be taken. (see section 8 for the ladder of sanctions).

## 8 Categorising Inappropriate Behaviour and Reporting to Parents

It is clearly impossible to catalogue all forms of bad behaviour and categorise them within this document. In most instances the behaviour will be assessed at the time by the professional judgment of the teacher or staff member present. Staff will define bad behaviour in the following broad categories:

Behaviour Category	Example	Sanctions	Who will be informed?
<b>Slight:</b> small misdemeanors which will be dealt with swiftly and immediately by the member of staff	Pushing into a queue, not sharing, talking when asked to be quiet.	Usually none, although a child may be asked to apologise to any third party.	Formal reporting not necessary.
<b>Minor:</b> a more serious misbehaviour	Willful littering, teasing, refusal to obey commands such as ‘tidy up’	Minor sanctions such as loss of golden time,	Record in teacher’s own class records. Parents – at the teacher’s discretion.
<b>Moderate:</b> a more severe transgression	Spitting, disruptive behaviour in class, causing minor hurt to another child	More significant sanctions such as standing out, loss of golden time/break time	Complete Incident Report Form <ul style="list-style-type: none"> <li>• Parents</li> <li>• Headteacher</li> <li>• Parents of ‘victim’</li> </ul>
<b>Severe:</b> a wholly unacceptable breach of behavioural standards	Swearing, willful disobedience, throwing things in anger, willfully hurting another, damage to property	Removal from classroom. Loss of golden time and break times. In extreme cases involvement of outside agencies, fixed term or permanent exclusion.	Complete Incident report Form <ul style="list-style-type: none"> <li>• Parents (who will be asked to come to school to discuss the incident)</li> <li>• Parents of any ‘victim’</li> <li>• Headteacher</li> <li>• Governors (in extreme cases)</li> </ul>

When parents need to be informed of their child’s inappropriate behaviour (moderate to severe) the member of staff will complete an Incident Report Form (see Appendix 3 for example) and this will be handed to the parent as discretely as possible by the class teacher who will also discuss the matter with the parent. A copy of the form will be retained in the classroom file for future reference and a further copy will go to the Headteacher. In moderate and severe cases the parents of any ‘victim’ may also receive a copy of the form, depending on circumstances and the classroom teacher’s/headteacher’s professional judgment.

## 9 Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the Special Educational Needs Co-ordinator (SENCO) will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. If the problem continues, we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies/mentors etc)

## 10 Support Systems for staff

The School will support all adults working with pupils to ensure they are comfortable in their working

environment and able to operate at their maximum potential. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school. No member of staff should feel they are failing or think less of themselves as a practitioner if they need to ask for help with any aspect of their work.

## **11 Support Systems for parents/carers**

The School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made wherever possible, to ensure the availability of a member of staff so they can give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

## **12 Monitoring and Review**

Behaviour management is under constant review throughout the school on a class and individual basis. The Incident Behaviour Report Forms will play a key role in this process.

The children's development in behaviour and attitudes is also monitored against the Hertfordshire document "Framework for Assessment of PSHE". This assessment is made annually and reported to parents in the End of Year report. Some aspects of good behaviour are intrinsic to the RE Assessment strand of "Learning from Religion". All children have an assessment record for this.

Shorter targets for behaviour are monitored on the children's I.E.P. forms. Parents are invited to discuss all details on each I.E.P, agree them and sign for their approval and support.(See parent-school relationship)

This document is freely available to the entire school community. It has also been made available in the school newsletter, web site and prospectus. It will be reviewed on annual basis.

*This policy has been written and reviewed with regard to the school's Equality Scheme (2015)*

*There were no concerns noted*

*OR*

*The following concerns were noted and will be addressed through the Equality actions in the School Plan for Improvement.*

## Appendix 1

The Ardeley School Ethos is to:

- To encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers to all its pupils.
- Provide a stimulating learning environment.
- Respect each individual so that each feels highly valued and values each other within the school community.
- Maintain high expectations of our children and develop them to the best of their potential, monitoring and assessing progress in a structured way
- Ensure that our teaching approaches foster the development of our children's social, intellectual, physical and spiritual needs.
- To enable all our children to gain understanding, knowledge and skills based on the Early Years Foundation and National Curriculum for Key Stage 1 and 2.
- To develop literacy and numeracy skills.
- To develop an active interest in science and observational skills.
- To develop computing skills across the curriculum.
- To develop a variety of creative and physical skills which enrich their learning experiences.
- To nurture the relationship between home and school in order to support the learning process.
- Ensure equal access to the whole school curriculum regardless of race, class, gender or disability.
- Foster enthusiasm and interest for learning and the ability to learn independently.
- Be committed to facilitating communication between our school, parents, carers, Governors, other schools and the local community.
- Set high standards for maintaining positive codes of conduct and consistent and effective methods of discipline.
- Celebrate the richness of diversity within the school community, developing positive attitudes, consideration, respect and mutual esteem for the contribution that each community brings to the life of the school.
- Maintain high standards of support to children with special educational needs.

## Appendix 2

### Home School Agreement

## Ardeley St Lawrence CofE Primary School Behaviour Report Form

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Issued by (member of staff) \_\_\_\_\_

Details of incident:

This incident included the following:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> racist abuse / harassment     | <input type="checkbox"/> physical abuse       | <input type="checkbox"/> sexist abuse / harassment         |
| <input type="checkbox"/> theft                         | <input type="checkbox"/> damage to property   | <input type="checkbox"/> homophobic abuse / harassment     |
| <input type="checkbox"/> other abuse / harassment      | <input type="checkbox"/> threatening language | <input type="checkbox"/> defiance / refusal to co- operate |
| <input type="checkbox"/> constant low-level disruption | <input type="checkbox"/> verbal abuse         | <input type="checkbox"/> threatening behaviour             |
| <input type="checkbox"/> intimidation                  | <input type="checkbox"/> other                |  |

The School has categorized this incident as       Minor       Moderate       Severe

Action taken:

Outcome:

The following people have been informed of this incident:

- Class Teacher       Headteacher       Parents       Other \_\_\_\_\_