



## Behaviour Policy

### INTRODUCTION

Our school is a church school. We have a strong Christian ethos that is present in all aspects of school life. We uphold and model Christian values of love, respect for others, friendship, kindness, trust and forgiveness.

At our school we aim to promote a culture that reflects these values and leads to positive relationships between everyone. We want everyone who is part of our school community to feel happy. We want everyone to feel safe.

We want everyone to make good choices in how they behave towards each other.

We want our children to succeed because of their great learning behaviour and great social behaviour.

At our school, most children's learning behaviour and social behaviour is very good. However, sometimes people make poor choices, which could cause harm to themselves and others. When this happens we need to make sure that we respond **quickly, consistently and fairly** to help people develop skills that will help them make the right choices.

As well as consistency and fairness, good communication is a key ingredient in successful behaviour management. We want to let everyone know promptly when a child does something good. We also want to be pro-active when negative behaviour occurs to make things right at the time and to help children make the right choices in the future.

This policy sets out a system of rewards and sanctions that we believe are **clear, consistent and fair** in rewarding good behaviour choices and reducing incidents of poor behaviour. Our pupils, parents, staff, governors and the Local Authority worked in partnership to create it.

### SCHOOL RULES

We are proud of our school and we expect **everyone** in our school community to:

- Be Safe
- Be Kind
- Do what you are asked to do straight away



## **NON – NEGOTIABLES**

We have expectations of social and learning behaviours that we expect everyone to model each day.

- Being polite
- Sharing
- Listening
- Working hard
- Looking after equipment and the school environment

## **ACCOUNTABILITY**

Our policy and our rules are for everybody. We want everyone who comes into our school each day to behave well and show respect and kindness to others. The children, staff, parents and Governors have all helped write this policy and (as a result) everyone is accountable to this policy and must abide by it and by our school rules.

When new children or staff join the school, we give them guidance on the behaviour system and our school rules.

## **RESTORATIVE PRACTICE**

We use restorative practice to challenge children to think about their poor choices; the impact they have on other people and themselves. We help children to understand that their behaviour was harmful to other people and to themselves. We help them to think about what they could do to make better choices next time.

We do this because research shows that simply punishing children for their poor choices does not improve behaviour.

We use restorative practice to help children who have been affected by negative behaviour. It helps them express how they feel and it helps them see that something is being done to repair the harm and to make things right.

The questions we use in restorative practice can be found in the appendix.

## **BULLYING STATEMENT**

Everyone has the right to be treated with respect. We will not tolerate bullying at our school. Bullying hurts. No one deserves to be affected by it. Bullying has the potential to damage the mental health of a victim. Anyone who is bullying needs to be helped to learn better ways of social behaviour.

In our school we have a focus on anti – bullying and we use a variety of methods to support children in understanding the consequences of bullying. This is done through teaching our school values in assembly times, PSHE and Citizenship lessons and through social, moral and cultural development within the curriculum. We teach the children to protect themselves from cyber-bullying. We run an Anti-bullying week every Autumn.



Our Behaviour System sets out actions that we take in response to incidents of bullying. We use restorative practice to make things right and help children who bully to make better choices in their social behaviour.

The school has an Anti – bullying policy. Please refer to it for further detailed information about bullying and the strategies we use to deal with bullying incidents.

## **RESTRICTIVE PHYSICAL INTERVENTION STATEMENT**

Every member of staff has the power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. (DfE July 2013).

The school has a Restrictive Physical Intervention policy. Please refer to it for further detailed information about the use of reasonable force at our school.

We rarely use physical intervention at our school. We never use physical intervention as a punishment. The decision on whether or not to intervene with reasonable force is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances at that time.

## **BEHAVIOUR SYSTEM**

We have a behaviour system called Good to be Green. An overview of our behaviour system can be found in the appendix.

### **Rewarding Great Learning Behaviours**

We want every child to 'stay in the Green'. At our school, we actively promote growth mindset behaviours, which help children to develop as learners. We believe that intelligence and ability is not fixed. We believe that through effort, perseverance, risk taking and reflection, children will be better learners and will achieve better outcomes.

### **Dojos**

We use an online system called ClassDojo. It works a bit like a House Point system. It rewards the positive attitudes to learning that we like to see in our children.

Parents can get Dojo updates and regular Dojo reports for their child/ren by signing up to their child's ClassDojo.

We give Dojos for:

- Learning from my mistakes
- Challenging myself
- Helping others to learn
- Not giving up



## **Yellow and Red Behaviours**

We want everyone to behave well. However, sometimes children do make poor choices. When this happens, behaviour needs to be addressed promptly, appropriately, proportionately and consistently.

Yellow behaviours are types of behaviours that are unacceptable and are addressed in class by the teacher. The teacher gives a warning that an action are unacceptable. If the child does not stop, the teacher gives a Yellow Card.

If an incident is serious, we call this a Red Incident. The class teacher and possibly senior leaders in school will inform the parents of children who are involved in Red Incidents. We will always inform parents of Red incidents.

## **PERSONALISED BEHAVIOUR SYSTEMS**

Children who have complex learning, social, emotional or mental health needs, that affect their learning behaviour and/or social interactions with others, have personalised behaviour systems in place. These children, their parents and the school, work together to make a pastoral support plan. These plans include actions and targets that aim to help the child succeed in all aspects of learning and/or social behaviour.

## **RECORDING INFORMATION AND MONITORING IMPACT**

The school has a Pastoral Leader. Part of the Leader's role is to ensure that the behaviour system is working properly and to maintain records and report on the analysis of behaviour data. The Deputy Head and Governors monitor the work of the Pastoral Leader and the impact of the behaviour system.

We use an information management system called CPOMS to record Red incidents. We use Class Dojo to record learning behaviour rewards.

## **FEEDBACK & REVIEW**

This policy is a working document. It is subject to updates and review. If all is well, we will review the policy at the end of each year.

