



Thames Bridge Federation

Behaviour for Learning and Life Policy

Culham Parochial C.E. Primary School

School Philosophy

Our school believes that good behaviour is essential to achieving success as individuals and as a community. We are committed to ensuring high standards of behaviour at all times. We support our children to achieve high standards of behaviour for learning in each lesson.

We believe that developing an ethos of self-discipline and self-respect is central to helping the children to take a responsibility for their own behaviour, as appropriate for their age and needs.

- All the children are expected to behave in a sensible and responsible way in lessons and around the school
- The children are expected to show due consideration, courtesy and respect for all members of the school community, as well as for personal and public property.

Behaviour for Learning

- Behaviour for learning is about supporting each child to make good progress in all lessons
- Behaviour for learning values the development of concentration, perseverance, good listening, active participation and self-reflection
- Each classroom draws up a set of rules; these are displayed as a reference point to, and reminder of, the shared expectations for good learning behaviour

Behaviour for Positive Relationships

- Behaviour for positive relationships is about children working and playing together, including learning how to resolve any dilemmas and conflicts, in a clear and constructive way and with the least disruption to their learning.
- Promoting positive relationships is also valued in that it encourages and develops positive qualities that are needed for life

Promoting Behaviour for Learning and Positive Relationships

- Adults are positive role models every day in school
- Children are empowered to develop a sense of responsibility for their behaviour
- Children are helped to consider and make the best choices
- Adults employ consistent strategies to promote positive and encouraging behaviour, including the 'language of choice'
- The timely use of praise to nurture, motivate and engage children who make good choices and demonstrate good behaviour, both for learning and for developing positive relationships
- Staff and parents and/or carers working in an ethos of partnership to promote good behaviour, which supports children to make transitions during the day and from home to school
- The whole school community helped to know and understand the policy and to support it into practice through a shared ethos.

ROLES, RESPONSIBILITIES AND EXPECTATIONS

The Head Teacher

- is responsible for implementing the policy and ensuring that the standards and expectations are positively promoted by staff and reflected in the attitudes and behaviour of the children
- is responsible for keeping a central record of incidents involving restraint and bullying, and any other significant incidents in a bound and numbered book

In the event of a serious incident, the head

- will decide on whether any extenuating circumstances may apply
- will decide on whether a fixed term or permanent exclusion is appropriate (In either case, she will notify the Governing Body of her actions)
- may impose sanctions if poor behaviour out of school impacts on behaviour in school or puts staff or other students at risk in school (see paragraph 20, DfE document, 'Behaviour and Discipline in Schools' – A guide for Head Teachers and school staff).

All staff will:

- support the Head teacher and senior teachers in ensuring that standards of behaviour are maintained, and are consistently applied
- behave with respect, courtesy and care towards children in order to model appropriate behaviour and to de-escalate problems
- use the school's reward system
- ensure prompt communication with parents, striving to work in partnership
- ensure that actions taken and any sanctions applied are recorded as appropriate
- liaise with external agencies, as necessary, to support and guide the progress of each child
- read and understand their responsibilities in relation to the DfE guidance on the 'Use of reasonable force' and understand when reasonable force can be used and by whom.
For a definition of reasonable force follow this link to the DfE advice for headteachers, staff and governing bodies (July 2013) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

To promote consistency of practice across the school the following steps should be followed in every class:

- a reminder about the agreed rules which gives the opportunity for the child to make a good choice
- warning
- time out of class with work and time missed from playtime
- sent to a Senior Teacher or Head teacher and possibly a discussion with parents if appropriate and necessary.

The children are expected to:

- work within the framework of this policy supporting the school's core values
- accept given sanctions
- model appropriate behaviour for younger children, as they move through the school
- be caring and considerate towards others
- work to the best of their ability and will share and value the contribution of others

- listen seriously and carefully
- move around the school sensibly with a regard for others
- respect property and equipment
- take increasing responsibility as they move through the school for their own actions and for putting things right

We aim for all pupils to make good choices, resulting in pupils behaving well and building up and maintaining good relationships.

Parents/Carers are expected to:

- work in partnership with the school to support an ethos of good behaviour
- ensure that their child/children support the school's core values
- in the event of fixed term exclusion, supervise their child at home, ensuring s/he is doing school work and attend the re-admission meeting
- attend meetings when requested and keep the school informed of any external issues which may impact on behaviour
- If parents have a behavioural concern, initially contact the class teacher. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school governors. A copy of the complaints procedure is available by contacting the office and is on the school website.

The Governing Body:

- is responsible for agreeing the standards of appropriate behaviour and the policy to support this.
- will monitor the effectiveness of the policy and review within the School's Policy Review Schedule.

Rewards

To promote behaviour in an encouraging way the school has adopted a system of rewards which includes:

- ✓ Verbal praise for every child every week
- ✓ Weekly praise - ongoing
- ✓ Certificates and praise in achievement assembly (Friday) for learning, behaviour and effort in all lessons
- ✓ Positive messages to parents, including phone calls home
- ✓ House Points

In certain circumstances, some pupils may have their own behaviour management system with individual reward charts etc. This option can be used as deemed necessary by the class teacher in consultation with the parents, child, SENCO, Senior Leadership Team and the Head Teacher. Some children may have IBPs (Individual Behaviour Plans)

Consequences

We strive to employ a consistent and hierarchical set of sanctions if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Children need to understand the consequences they could face if they choose not to comply with the agreed class or school rules.

The system gives students the chance to reflect on and regulate their own behaviour. If they choose not to, they will be given a warning. If they still do not respond, they will receive a consequence. We recognise that the consequence system will only work alongside the following:

- Clear and on-going teaching of expected behaviour, rules and routines
- effective communication systems within school and between home and school, and outside agencies (when involved)
- one-to-one meetings between children and teacher or support staff to talk about behaviour
- a balance between sanctions and rewards.

Recording

- Class teachers are responsible for keeping written records of incidences and relevant conversations with parents/carers when they report concerns about behaviour
- Standard incident forms are kept in a central file
- Significant incidents, incidences involving restraint and bullying incidences are recorded, stored securely and always discussed with Designated Safeguarding Lead
- An additional risk assessment is completed for children with an identified behaviour need.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. A copy of the Anti-bullying policy is available by contacting the School office and is on the School website. All staff have checklists on how to manage a bullying incident. There is a yearly school self -assessment on the management of these issues, followed up by an action plan when needed.

Dealing with Extremely Challenging Behaviour

For some pupils in some situations, Individualised Behaviour Management Systems need to be employed to help improve behaviour. A risk assessment will be undertaken for any pupils whose extreme behaviour may possibly cause injury to themselves and/or others.

Behaviour that gives extreme cause for concern will be reported to the LA and support services requested. Advice from the Educational Psychologist and Pupil Referral Unit and if needed out-reach support will be sought and acted upon where necessary.

We acknowledge the need to make reasonable adjustments to the policy on an individual basis in the light of the Disability Act 2001 and all the circumstances of the case. We also refer to the latest DFE guidelines to ensure this policy is up to date and in line with current national advice and recommendations.

Please also refer to our Anti- Bullying Policy.

Revised September 2017

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