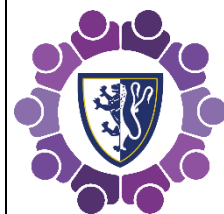


"My command is this: Love one another as I have loved you."

Houghton on the Hill

Church of England Primary School



School Policy For	<i>Promoting Positive Behaviour</i>
Date Reviewed	<i>September 2024</i>
Responsible Committee	<i>Safeguarding</i>
Review Cycle	<i>Annual</i>

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all, in living out our school's Christian Vision: "Jesus said, this is my commandment, love one another as I have loved you". The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and everyone is valued and cared for.

The school has an Equality Policy which should be borne in mind when implementing behaviour management strategies. Reference is made to those groups with a 'protected characteristic', i.e. gender, ethnicity, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Our approach to behaviour management and discipline is broad. It encompasses conduct but also covers **learning behaviours** and the approach to learning. The school promotes the development of character and resilience which includes readiness to learn and effort, and self-scaffolding and reflection, as well as general behaviour. Feedback about these areas is shared with parents in the end of year report and throughout the year during meetings with parents.

The school has several rules, fitting to different contexts, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships at all times, so that people can work together with the common purpose of helping everyone to learn.

Our school expects every member of the school community to behave in a considerate way towards others.

Behaviour Policy

We aim to treat all children fairly and apply this behaviour policy in a consistent way.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This model is supported by research. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It is based on the principle that children have the right to learn and teachers have the right to teach.

Our **Principles for Behaviour Management** are as follows:

Adults will:

- ✓ Be respectful in dealing with pupils and adults.
- ✓ Use calm, controlled voices and reactions always.
- ✓ Find opportunities to notice and praise positive behaviour from all children – ‘catch them being good’.
- ✓ Address poor behaviour discreetly, promptly and as shortly as possible.
- ✓ Listen, show understanding, name and value the feelings of children and adults as real- “I know you are feeling.... I would be feeling....”, without guilt being imposed.

Our **Positive Behaviour Expectations (school rules)** of all pupils and adults are highlighted in our Christian Values i.e. **respect, kindness, self-control, forgiveness, courage and gratitude** (Appendix A). These expectations are discussed and reviewed with children regularly in class, in collective worship, in committees, at playtimes etc. In addition to this, the Cambridgeshire Primary Personal Development Programme is used to teach a structured programme of Personal, Social and Health Education (PSHE) which helps children to develop their understanding of their own and other people's behaviour and its impact on the school and wider community.

Positive recognition and rewards are demonstrated in the following ways:

- ✓ Being explicit about what is good about the behaviour e.g. ‘*Well done, you used self-control and found a quiet place to calm down.*’
- ✓ Recognition Board in classrooms
- ✓ Proactive conversations with parents before and after school
- ✓ Class Dojo points and messages
- ✓ Opportunities to send positive notes home
- ✓ Phone calls home
- ✓ House Points
- ✓ Celebration and Christian Vision awards
- ✓ Stickers

Sanctions

Adults will deal with poor behaviour in a fair, discreet, timely, proportionate manner. Adults will not seek to demean or humiliate children.

The sanctions which are used as the consequences of inappropriate behaviour are:

- 1) A verbal reminder about the expected behaviour
- 2) A verbal warning about possible consequences
- 3) Five minutes time out (from break/lunch/golden time)
- 4) 10 minutes time out (from break/lunch/golden time)
- 5) Sent to work in another classroom
- 6) Sent to the headteacher/assistant headteacher
- 7) Behaviour Chart– may be put in place for persistent poor behaviour

If inappropriate behaviour persists (3- 6), a Positive Playtime or Positive Classroom Chart may be used (Appendix 2 and 3). This provides time for children to pause and reflect on their own behaviours before discussing it with an adult. This asks the child to:

- 1) Write down or draw a picture of what they think happened
- 2) Write down or draw what they could do differently next time
- 3) Circle the Christian Values that they need to remember and use next time.

Parents will be informed by the class teacher if this becomes a regular occurrence or due to the severity of the incident.

If a Behaviour Chart is needed (7), the chart will highlight when they have made good choices i.e. times in the day when they have shown self-control, respect, kindness. This will be shared with parents and will be time limited. SLT will be informed if behaviour charts are needed so that this can be monitored. See Appendix 4 for examples of behaviour charts.

For serious incidents of behaviour, adults have the authority to miss out steps, proportionate to the severity of the behaviour.

Once a sanction has been applied, every child can expect a fresh start approach.

Behaviours which require the intervention of a senior member of staff and/or repeated poor behaviour will always be communicated with parents. Class teachers will always seek to inform parents of concerns related to ongoing disruptive or disrespectful behaviour.

In keeping with our Christian ethos, pupils will be encouraged to apologise and/or make amends for poor behaviour, and to understand the consequences on others of making poor choices. Those affected will be encouraged to show forgiveness and find reconciliation as appropriate.

When communicating with parents, teachers will ensure that this is done privately. This may involve sending a dojo asking parents to wait to speak to them at the end of the

day, or a phone call, rather than approaching parents directly on the playground in full view of other parents.

Recording Incidents

All staff have access to an online system called MyConcern. This is used to record behaviour incidents. The Leadership team are notified when a behaviour incident is logged. This is monitored and shared with governors and Learn-At. It is impossible to list all the incidents that occur, but the leadership team will make a decision if further sanctions are needed depending on the severity and regularity of the behaviour incidents recorded for individual pupils.

Serious Behaviour incidents might include:

Derogatory Language
Discriminatory
Physical
Prejudice
Sexual Jokes/Taunting
Sexual Physical
Threatening Language
Possession of banned item

Other unwanted behaviour might include:

Verbal aggression
Swearing/Inappropriate Language
Stealing/Theft
Refusal to Follow Instructions
Racist Behaviour
Physical Aggression
Online – Conduct
Leaving Learning Environment
Fighting
Defiance
Classroom Disruption
Computer misuse
Low level unacceptable behaviour
Damage to property

Allegations of bullying

All allegations of bullying will be taken seriously and investigated thoroughly. If there is an allegation of bullying, then this will be recorded on MyConcern and referred to a member of the senior leadership team who will coordinate the school approach to bullying as outlined in the Anti-bullying policy.

Special Educational Needs

The school commits to liaise with external agencies, as necessary, to support and guide the progress of each child. A class teacher may, for example, discuss the needs of a child with an education social worker, educational psychologist or behaviour support service.

For pupils with specific social, emotional and behavioural needs, the school will seek to put in place a modified behaviour plan. This may differ according to the needs of each pupil, but will:

- ✓ Be shared and agreed with parents
- ✓ Be based on expert advice and/or evidence-based research
- ✓ Be shared with all staff likely to come into contact with the child
- ✓ Be applied consistently
- ✓ Be reviewed regularly to ensure effectiveness.

Staff training

Staff have regular reminders and training during Teacher Days, weekly bulletins and staff meetings and Key members of staff have received training in positive handling. The focus is primarily on de-escalation rather than dealing with incidents after they have happened. The Learn-At Behaviour Framework supports staff training.

Reasonable Force

Very rarely, it might be necessary to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. This will always be carried out in line with the following Department for Education document: [Use of reasonable force: Advice for headteachers, staff and governing bodies. July 2013 DfE advice template \(publishing.service.gov.uk\)](#) All incidents where physical restraint is required will be recorded in the 'Bound and Numbered Book' which is kept securely in the Headteacher's office.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors will be informed. See the Learn-At [Exclusions Policy](#) for further details.

The Role of Parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

The school will consult regularly with parents on the Behaviour Policy.

Parents will be reminded of the school's behaviour principles, learning behaviour and positive behaviour expectations frequently through the school's newsletter, website and at school events.

If the school uses reasonable sanctions with a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Most concerns can be resolved informally. When discussions have taken place with the class teacher and Headteacher and the concern is still not resolved, parents can seek further help using the school Complaints Procedure.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the delegated day-to-day authority to implement the school behaviour policy.

Fixed-term and Permanent Exclusions

Only the Headteacher (or an acting headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The circumstances for a decision around whether it is appropriate to apply an exclusion will vary, and the headteacher (or acting headteacher) will make this decision on a case-by-case basis, taking into account the age, needs, history and context of the child. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. See [Exclusions Policy](#) for further details.

APPENDIX 1- to be updated

Respect	Kindness	Gratitude	Forgiveness	Courage	Self-control
<p>Listen to adults and children who are speaking about learning.</p> <p>Follow the instructions given by adults.</p> <p>Take turns to speak in a group</p> <p>Use indoor voices in school.</p> <p>Listen respectfully to the views of others</p> <p>Allow others to pray without being disturbed.</p> <p>Look after our own possessions and take care of those belonging to others and to school.</p> <p>Allow others to learn.</p> <p>Look after our school, classrooms and environment.</p> <p>Respect the learning environment by being ready for learning such as having the correct equipment and sitting correctly.</p> <p>Move around the school calmly.</p>	<p>Listen with kindness to the views and opinions of others.</p> <p>Show good manners, kind words and kind actions to people we meet in public places and in school.</p> <p>Make positive comments about and to others in social media or online games</p> <p>Be helpful to people who need us.</p> <p>Show care and willingness to help and support community events.</p>	<p>Use our manners (please and thank you)</p> <p>Appreciate the learning environment and make the right choices so that we can flourish.</p> <p>Appreciate the outdoor environment and make sure that we care for it.</p>	<p>Forgive others when they have done something wrong.</p>	<p>Tell the truth, even if we have done something wrong.</p> <p>Stand up to bullying and racism.</p> <p>Report anything that makes us feel uncomfortable</p> <p>Be resilient and persevere when things appear to be tricky.</p>	<p>Behave in a safe way towards others and ourselves</p> <p>Use our hands and feet and words in kind ways only.</p> <p>Always ask permission before posting picture or content online from others.</p> <p>Recognise when we need a calm space or time to deregulate.</p> <p>Ignore the behaviour of those who are not making the right choices.</p> <p>Play safe games and b safe areas around the school.</p> <p>Use positive not inappropriate language.</p>

APPENDIX 2

POSITIVE PLAYTIMES

Write down or draw a picture of what you think happened.

What could you do differently next time?

Circle the Christian values that you need to remember and use.

self- control	forgiveness	gratitude
Respect	courage	kindness

APPENDIX 3

POSITIVE CLASSROOMS

Write down or draw a picture of what you think happened.

What could you do differently next time?

Circle the Christian values that you need to remember and use.

self- control	forgiveness	gratitude
Respect	courage	kindness

Appendix 4: Examples of behaviour charts



We believe you can make the right choices. We are going to be looking for times when you show some of our Christian values in school, around school and on the playground and will record this on the chart when we have seen you show these values at different times in the day. We will talk about how we can show these values as a group and you will get a copy of what has been agreed.

We are looking for **Respect** **Self-control** **Kindness** at all times

Name.....

	Assembly	Before break in class	Playtimes	After break in class	Lunchtime	First part of the afternoon 1-2pm	Second part of the afternoon 2pm- home time	At transition points throughout the day	I know when I need a 'brain break' and when to return to class.	I can use my ear 'buds' Tally to show how many times?
Monday	☆	☆	☆	☆	☆	☆	☆	☆	☆	
Tuesday	☆	☆	☆	☆	☆	☆	☆	☆	☆	
Wednesday	☆	☆	☆	☆	☆	☆	☆	☆	☆	
Thursday	☆	☆	☆	☆	☆	☆	☆	☆	☆	
Friday	☆	☆	☆	☆	☆	☆	☆	☆	☆	
Feedback from the <u>Year X</u> team at the end of the week					Feedback from Mrs Woollerson or Mrs Pickford at the end of the week					

I can show **self-control** and **kindness** at lunchtimes.

day	I have showed self-control	I have showed kindness
Friday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		



We are looking for Respect Self-control Kindness at all times

Name.....

	Mornings	Playtimes (morning and lunch)	Afternoons
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Feedback from the Year <u>x</u> team at the end of the week	Feedback from Mrs Woollerson or Mrs Pickford at the end of the week