



Behaviour Policy

(To be read in conjunction with the school's Anti-Bullying policy, Values Statement and Child Protection Policy.)

“The school aims to serve its community by providing 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 of its pupils.”

School Ethos Statement

‘Start children off on the way they should go, and even when they are old they will not turn from it.’

Proverbs 22:6

‘Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as you ever can.’

Underlying principles:

- At Staverton CE Primary School we want our children to live happy and fulfilled lives and to be active learners and active citizens. To enable children to do this they need self respect and high self esteem, understand and live by positive Christian values, and have a sense of individual and collective responsibility.
- All humans are created in the image of God and therefore have equal rights and responsibilities.
- Children should be taught explicitly about these rights and responsibilities as a source of empowerment, entitlement and responsibility.
- All behaviour is a choice and children should be taught explicitly how to live by our Christian values and principles and what they look like in action.
- Children should be empowered to resolve conflicts and issues themselves using the language of rights, responsibilities and values.

Aims

- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships between all members of the school community.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

The adults encountered by the children at school 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;
- Emphasise the importance of being valued as an individual within the group;
- 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 appreciation of the efforts and contribution of all.

A Rights Respecting school:

To deny people their human rights is to challenge their very humanity.

Nelson Mandela

The school has committed to becoming a 'Rights Respecting School'. We aim to teach the children that they have rights (under the United Nations Convention on the Rights of the Child (UNCRC)).

The Rights of the Child (adapted from the 'U.N Convention on the Rights of the Child')

- Every child has the right and freedom to say what they think and believe what they want, and to have their views taken seriously (Article 12+14);
- Every child has the right to meet with other children and to join groups and organisations (Article 15);
- Every child has the right to love and understanding, preferably from parents and family, but from the government where these cannot help (Article 18-20);
- Every child has the right to the best possible health (nutritious food, clean water, clean environment) (Article 24);
- Every child has the right to learn and an education. This education must develop every child's personality, talents and abilities to the full (Articles 27, 28+29);
- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31).

From this starting point they also learn their responsibility to respect others' rights in the community and understand that with rights come responsibilities. The ethos created in school works in unison with our Christian Values as a Church of England school and demonstrates to the children the inclusiveness of being a rights-respecting school. As a Rights Respecting School we do not have a set of rules to follow, rather we have charters in place that support the philosophy of 'everyone has a right.....everyone has a responsibility'. In each classroom the Whole School Behaviour Charter and Playtime Lunchtime Behaviour Charter are displayed.

Our Whole School Behaviour Charter

RIGHTS:

- We have the right to learn.
- We have the right to be safe.
- We have the right to be respected.

With rights, come responsibilities:

RESPONSIBILITIES:

- We have the responsibility to listen, to work hard and to allow everyone to learn.
- We have the responsibility to act safely on our own and with others.
- We have the responsibility to respect others / to treat others how we would like to be treated.

Our Playtime / Lunchtime Behaviour Charter

RIGHTS:

- We have the right to relax and play.

LOVE: Live Our Values Everyday

We have the right to be safe.
We have the right to be respected.

With rights, come responsibilities:

RESPONSIBILITIES:

We have the responsibility to act safely on our own and with others.
We have the responsibility to respect others / to treat others how we would like to be treated.

All inappropriate behaviour is addressed through focussing on which 'right' has been taken away / denied. A Rights and Responsibilities Reflection sheet is filled in following a significant incident (as appropriate).

At Staverton CE Primary School we will have UNICEF ambassadors, our School Council members, who work hard to help others in the school learn all about the important work of UNICEF. There will also be two staff nominated Lead Ambassadors. Over the course of the year our ambassadors will participate in leading assemblies and raising awareness of UNICEF initiatives. We will hold events during the year to raise the profile of UNICEF. The children at Staverton take part, and therefore develop, a greater awareness of the rights and responsibilities they and others have now as young global citizens and in the future as young adults.

Impact for children:

- Improved self esteem and feelings of being valued and listened to;
- Increased levels of respect for each other, leading to improved relationships with other pupils and with staff;
- A sense of security as rights-respecting language and behaviour is used consistently throughout the school;
- An understanding and respect of religions, cultures, beliefs and abilities different to their own;
- A wider and deeper understanding of the world in which they live.

A Christian Values Led School:

Our school Christian values also help children to understand how they should treat other people and how they should be expected to be treated themselves. Our pupils take on moral responsibilities; they care for each other, demonstrate good manners, show consideration and become trustworthy young people who show respect and love for each other.

Staverton is a Christian 'values led' school which lives its values everyday - through its day to day operating to the formation of whole school policies. Adults as well as children are expected to demonstrate these values in everything they do.

Ways that we Live **Our Values Everyday** (LOVE):

- Focus on a value each term (approximately 7 weeks);
- All assemblies are value focused;
- Reflection Areas reflect the value focused upon;
- 2 x PSHE sessions / Reflection times / RE lessons per term focus on the current value;
- Explicit Learning Values are structured around the school's Christian values;
- Our behaviour management systems are designed to celebrate positive values in a collective way;
- Teachers nominate 'Shining Lights' on a weekly basis; children who have displayed the value are recognised in Celebration Assembly;
- Children nominate 'Special Jewels' (children who have displayed the value) for the 'Special Jewels' book;
- Twice a term a class votes for their 'Values Champion / Ambassador' where they earn themselves a place at our Champions Lunch.

- End of year reports include a child's self assessment of their application of the values.

Our school values are as follows:

Values Year A: **Creativity; Forgiveness; Friendship; Honesty; Compassion; Respect**

Values Year B: **Responsibility; Courage; Perseverance; Wisdom; Thankfulness; Peace;**

Rewards and Incentives

Our emphasis is on rewards and incentives to reinforce good behaviour. It is important that children are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for children whose self-discipline is at an early stage, and help children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Every class has a 'marble jar'; when children demonstrate one of our school values, they earn a marble for the class. When the jar is full the class have earned a class reward. As a collective, if members of the class are not showing one of our values and / or infringes on the rights of others, a marble can be removed. If an individual child has made a wrong choice, a marble is not removed, however, it may be appropriate for that child to write a letter home to their parents informing them of the incident. It is vital that any poor choices of behaviour are named, the child is separated from the behaviour, and that the child realises the consequences of their choice.

House points are awarded to children for their learning and behaviour; children work towards personal and collective awards. (House points are not removed.) There is a House trophy accompanied by a House Reward, that is awarded to the team with the most points at the end of the year.

Rewards and incentives take the form of:

- Praise;
- House Points;
- Positive Notes;
- Visit / Show another class / teacher;
- Headteacher Award;
- Class Reward.

Celebration Assembly:

- Star of the Week certificates;
- House point stars;

School Value Recognition:

- Marble in the class jar;
- Shining Lights (School Value - Teacher nominated);
- Special Jewel (School Value – Child nominated).

Dealing with Unacceptable Behaviour: Sanctions / Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions or consequences to register the disapproval of unacceptable behaviour. Most instances of poor choices of behaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. **Adults should address issues through the language of 'rights', 'responsibilities' and 'values' using the phrase 'denying the rights of others', 'earning themselves a consequence' and 'good choice/poor choice'.** Children who have demonstrated poor choices that do not represent our values and deny the rights of others are told this explicitly with the **poor choice** named. They should be told they have **'earned themselves a consequence'**.

It is important that the consequence is not out of proportion to the poor choice of behaviour / frequency of poor choice. Recommended consequences are as follows:

- Look given / Say name
- Warning
- Move to another place within classroom
- Loss of playtime / lunchtime – sitting on the 'reflection chair'
- Work in another classroom
- Eating separately
- Marble out of the collective jar (collective sanction)
- Filling in a reflection sheet (which can be shared with parents if appropriate)
- Class teacher speak to parents
- Write an apology letter to their own parents informing them of the poor choice they made.
- Restorative justice with a senior member of staff.

The use of consequences should be characterised by certain features:-

- It must be clear why the consequence is being applied;
- It must be made clear what changes in choices are required to avoid future consequences.

Children should be taught the tools to resolve conflicts themselves with (if needed) an adult acting as a mediator. Children are encouraged to tell the child they are in dispute with their problem clearly without getting emotional or angry. Children should be encouraged to use the language of 'rights', 'responsibilities' and 'values'.

When significant conflicts / incidents occur a Behaviour Log sheet should be completed by the adult involved and given to the Headteacher / Deputy Headteacher to file in the Behaviour Log. A copy must also be kept by / given to the class teacher. A completed Reflection Sheet (as appropriate) should also accompany the Behaviour Log.

Serious behavioural choices: Rudeness to adults, poor language or fighting, must not be tolerated and the child should be immediately sent to the Deputy Headteacher / Headteacher. Children must know that these are unacceptable and that their parents will be contacted. A Behaviour Log sheet must be completed.

Severe Consequences:

- Referral to Deputy Headteacher / Headteacher;
- Headteacher speak to parents / letter to parents;
- Internal Exclusion;
- Exclusion.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions / consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from external providers will be sought.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation or disaffection which can lie at the root of poor choices of behaviour. It follows that lessons should have clear objectives and success steps understood by the children, differentiated to meet the needs of children of different abilities. Marking and feedback will be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in collaboration with others.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good choices of behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Children should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the school as they get older. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Playtimes and Lunchtimes

Playtimes and lunchtimes are the most unstructured part of the school day. By talking and playing with others, and participating in extra-curricular activities, children's social development is greatly enhanced. It is a time, too, when individuals who are less successful in forming constructive relationships with others can create difficulties for both themselves and others. With this in mind, Big Friends, House Captains and the Sports Crew peer are on duty during playtimes / lunchtimes to provide play and pastoral support.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents and school work together for the good of each child. All parents and a representative of the school staff (the headteacher) sign the 'Home School Agreement'. Parents are involved in celebrating the successes as well as being involved when a child's behaviour does not follow our values and / or infringes others' rights.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issue of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Equality Duty. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Safeguarding Children

Staverton CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in Staverton CE Primary School's Child Protection Policy.

Signed _____

Appendix 1: Governors' Policy on the Use of Exclusion

Appendix 2: Reflection Sheet

Appendix 2: Behaviour Log Sheet



Reflection Sheet

Name..... Class..... Date.....

My responsibilities – to other children, adults, the school and myself:

What did I choose to do that was wrong? What rights did I not respect? What values did I not follow?

.....

.....

.....

.....

.....

.....

.....

.....

.....

How did it make the other people involved feel? (adult or other children) Why?

.....

.....

.....

How does that make me feel? Why?

.....

.....

.....

What am I going to do about it? (today, tomorrow)

.....

.....

.....



Behaviour Log

Name of Child: Class:

Date of conflict / incident:

Incident / Conflict details:

Consequences / Strategies put in place:

Parent's views / comments:

Parent informed:

Follow up / Monitoring Arrangements:

Signed:

Copy to be kept by / given to class teacher.

Original to be given to HT / DHT for Behaviour Log File.

LOVE: Live Our Values Everyday