



## Cropredy CE Primary School

### BEHAVIOUR POLICY

Our behaviour policy has been written to reflect the core ethos and values of our school and to support our distinctiveness statement.

**As a shepherd nurtures and provides for the flock, so we provide guidance, care and protection for every child, inspiring them to flourish, develop resilience and walk with confidence on their learning journey.**

Through our Christian Values of Respect, Peace, Perseverance, Trust, Friendship and Forgiveness we aim to create a welcoming community where all can flourish.

#### **INTRODUCTION**

We are committed to creating an environment within our school which reflects the principles set out in our school's ethos and values statement based on the loving and caring aspects of the Christian faith in which each individual is valued equally, as well as developing an ethos that supports our Christian values of Respect, Peace, Perseverance, Trust, Friendship and Forgiveness.

We strive to create a calm and purposeful school environment in which children respect all members of the school community and live out the school's Golden Rules and Christian values. We have high expectations that support the development of our pupils as effective and responsible citizens. We believe that high standards of behaviour, alongside the promotion of our values, lies at the heart of a successful school.

We aim to reflect the above through our ethos statement.

1. We have a strong commitment to the spiritual development of each child in every aspect of school life. There is a daily act of collective worship, which reflects and develops our Christian values through the year. We are committed to excellence in the teaching of religious education.
2. We are an inclusive school, where all children and staff are valued and encouraged to be the best they can be, caring for the needs of each individual.
3. We treat every member of our community fairly and with respect. We celebrate difference and diversity, building a welcoming community where all can work together.
4. We seek to give all our children confidence, self-discipline and self-esteem which will enable them to succeed in the next phase of their education and in adult life.
5. We strive constantly to raise levels of achievement and to be a school where children feel happy and secure, where they are encouraged to build resilience, work hard and take an interest in all we offer
6. We provide our children with a broad and enriched curriculum promoting high academic standards whilst developing physical skills and supporting emotional well-being.
7. Literacy, numeracy, computing and scientific understanding are valued highly as skills to be mastered for fulfilment in life.

8. We encourage pupils to take pride and pleasure in learning, to develop lively, enquiring minds.
9. We promote and celebrate all forms of self-expression including art, drama, music and sport.
10. Through our Christian values, we aim to foster in children an inner strength, confidence and personal spiritual growth, enabling our children to serve and contribute to a better, more caring peaceful world.
11. Parents are involved in all aspects of school life, including their children's behaviour and achievements.
12. We are open and approachable, welcoming the participation of all stakeholders, valuing dialogue and building relationships.

Alongside this we promote:

- A universal acceptance of and respect for pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic ability;
- The development of an appropriate and effective curriculum delivered through a variety of teaching methods chosen to suit each classroom situation, which allow teachers to teach and learners to learn;
- The use of effective classroom management techniques, including consistency of expectations, clear routines, careful pupil grouping and the appropriate use of rewards and sanctions (see also Teaching & Learning Policy);
- A high level of parental involvement;
- Close work with other agencies to ensure that children with complex needs and difficulties, and their families, are given appropriate support;
- A focus on values through collective worship, RE and PSHCE;
- A pride in our school, its uniqueness and individual ethos.

### **VISION STATEMENT ON THE SCHOOL'S EXPECTATIONS OF BEHAVIOUR**

*"We aim to acknowledge and encourage behaviour which allows others to learn and our school to flourish. We value everyone as an individual, capable of growth, change and development. Our expectations are underpinned by the principals of justice, equality, mutual respect, fairness and consistency.*

*Our expectation is that children will learn in an environment free from low level disruption. In order to ensure that children are engaged, teachers develop an ethos in the classroom that reinforces positive learning habits. This is done through our Whole School Golden Rules which ensure children are clearly aware of the high expectations of the class and the school.*

*In order for children to be engaged in lessons, we recognise that each class must have an exciting, engaging and stimulating curriculum. We aim to develop in our children a 'thirst for knowledge' and a love of learning that inspires them to learn more about topic areas independently, in group work and in whole class work. We expect children's high level of engagement and positive attitude to continue at any level the child is working at - one to one, independent work, group work or class work.*

*When given instructions, we expect children to respond quickly and appropriately so that the flow of a lesson is not interrupted. We recognise the importance of developing children's independence in learning and the importance of developing organisational skills. As the children progress through the school, our expectations for these increases.*

*By the end of Year 6, we expect all children to be able to work independently, to be able to choose their way of recording, as appropriate to the lesson, and to be organised without prompting by an adult, in order to ensure that they are prepared for secondary school.*

*We expect a consistency of behaviour in lessons regardless of who is taking the class. In addition to this, we expect the same high standards when children are outside the classroom. We drive to instill in our children, a pride to be a pupil at Cropredy CE Primary School and expect children to respond with excellent conduct and manners. We expect children to conduct themselves with the same high level of behaviour throughout the day, during all aspects of school life.*

*Ultimately we are aiming for the children in our care to develop an inner locus of control so that they will **want** to behave in line with our expectations for behaviour and because this is the right way to behave rather than doing so to avoid sanctions.”*

## **GENERAL POLICY PRINCIPLES**

It is important that in school both children and adults know and understand what is expected of them. Parents are concerned that their children behave well both at home and at school. We value the support and involvement of parents in the implementation of our behaviour policy. Good behaviour is a partnership between school and home and the standards set at home and at school should complement each other.

We have established a code of conduct in the school that is the result of the direct involvement of children, teachers, parents, adults working in the school and governors. It resulted from a whole school discussion session. The code of conduct links to this behaviour policy and the Golden Rules.

Positive behaviour is encouraged and reinforced through collective worship, PSHE and by class discussions in older children's classes.

## **BULLYING**

We take the subject of bullying very seriously and therefore have a separate, comprehensive Anti-Bullying Policy – which takes into account advice from the local authority.

The Governors recognise that it is their responsibility to ensure that the school has a policy to combat bullying.

The Governors also recognise that all employees have a responsibility to promote and maintain good behaviour and discipline and to investigate any allegations of bullying.

## **REWARDS AND SANCTIONS**

It is very important that we recognise children's good behaviour and reward it. Our positive Christian ethos emphasises encouragement and a focus on developing behaviour that is respectful of others, compassionate, forgiving and kind.

## **REWARDS**

We believe children should be encouraged to behave well and work hard. We use a number of positive reinforcements that are selected to suit the age and development stage of the child. We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards. Children's success in work and behaviour is measured against their previous performance and not against others.

We praise and reward children for good behaviour in a variety of ways:

- Awarding house points
- Marbles in the jar
- Verbal praise

- Reading work aloud to other pupils
- Displaying work
- Stickers/smiley faces on their work
- Notes home in book bags
- Whole class reward e.g. 'golden time', extra playtime or activities/games
- Visit to head teacher, other adults in school

The class teacher or TA will reward children for behaviour that demonstrates our Golden Rules and our school values and for sustained effort in any aspect of their class work.

Exceptional work or behaviour will be brought to the attention of the Headteacher, other members of staff and/or the rest of the class as appropriate. The Headteacher will give stickers as appropriate and email parents to share in the child's success.

Each teacher nominates one 'Star of the Week' who have shown extra effort in their work and/or behaviour during the week. These children receive a special certificate in our weekly celebration assembly.

Each teacher also nominates a child who has demonstrated the value of the half term, each week. These children receive a special certificate in our weekly celebration assembly.

Good attendance is also recognised, through certificate scheme; awarding attendance certificates for 100% attendance awarded at the End of Year Assembly.

The End of Year Assembly is held in school and is an opportunity to reward children, in Year 6, for sustained high performance or progress, effort or 'citizenship'. Cups and certificates are awarded and parents are invited to attend. All Year 6 children are given a copy of the Bible, emphasising the Christian Foundation and ethos of our school.

## **ROLES AND RESPONSIBILITIES**

### **HEADTEACHER**

The Headteacher's role is to determine the standard of behaviour acceptable to the school community. They have the overall responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- promote self-discipline and proper regard for authority among pupils.
- encourage good behaviour and respect for others in order to prevent all forms of bullying.
- regulate the conduct of pupils through observation, reporting and monitoring systems.
- review exclusions each term.
- establish intervention for persistent poor behaviour.
- mentor individual pupils, log concerns and follow up interventions.
- liaise with colleagues to secure good behaviour.

Class teachers will:

- Ensure the policy is applied consistently for each child.
- Record number children who have received lost Golden Time.
- Record house points each week for class (linked with the School Council).
- Keep records of success and concern and any follow up with home to establish any patterns.
- Consult with the SENDCO to gain advice and guidance to best support the children
- Consult with the Headteacher around persistent and serious incidents.

Governors will:

- Monitor exclusions by protected characteristics and question the Headteacher around any trends in exclusions.
- Participate in governors' disciplinary meetings (non-staff governors only).
- Review the behaviour policy on an annual basis or earlier if there is a relevant change in legislation or DfE guidance.

### **GOLDEN RULES AND GOLDEN TIME**

In order to promote the ethos of the school, its smooth-running of the school and to ensure consistent expectations of behaviour, the school has a clear behaviour code, which is followed by ALL classes.

The School Rules These Golden Rules will be displayed in each classroom and be used as a reminder to all children together with the three rights i.e., be safe, be respected and be able to work.

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|---------------------------|--|
| • We are gentle           | - We don't hurt other people             |
| • We are kind and helpful | - We don't hurt anybody's feelings       |
| • We are honest           | - We don't cover up the truth            |
| • We listen               | - We don't interrupt                     |
| • We work hard            | - We don't waste our own or others' time |
| • We look after property  | - We don't waste or damage things        |

Each class has its own Golden Time session (usually weekly) in which the children have a choice of activities, such as board games or an outdoor activity session. This period of time is a reward for consistently abiding by the Golden Rules.

Teaching staff and any other adult working with children in the school will give children a verbal warning if they do not behave in line with the school's Golden Rules/Code of Conduct. If children are not following the school's Golden Rules every member of staff can remove time from the child's Golden Time – each class has a system for recording this.

Children can earn back their Golden Time from the member of staff who has removed it, by showing an improvement in their behaviour.

### **SANCTIONS**

We aim to develop self-discipline in our children, but sanctions may be necessary to deal with unacceptable behaviour. An apology for actions which go against the code of conduct is sought where appropriate and children are encouraged to think of a way of making amends for behaviour that has affected others. The children will be asked to identify which rule in the code has been contravened, bearing in mind that the code has been compiled by school consensus.

All sanctions should aim to address the nature of what has happened, and are used consistently throughout the school. It is important that this consistency is evident amongst all staff during the school day.

In most cases, an individual reprimand by an adult will be sufficient if a child is not behaving appropriately. However, if the level of behaviour requires further action, the appropriate steps, and sanctions, are clearly documented in the Behaviour Guidance (see Appendix 1).

The school does acknowledge its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of special educational needs (SEN). Therefore, the following steps may be taken:

Where behaviour is deemed to have fallen short of the standards expected by the school, teachers & TA's should complete a form (see Appendix 1 – a copy of which should be kept on file in the classroom and a copy given to the headteacher).

- Development of behaviour modification strategies with the advice of the Educational Psychologist or other appropriate agencies e.g. SENSS Team.
- Removal of playtime or lunchtime privileges for an identified period of time.
- Removal of significant privileges such as attending school trips / school clubs.
- Exclusion by the Headteacher (or his representative) for a fixed period.
- If a child has shown consistently inappropriate behaviour and / or been excluded within the previous 12 month period, the School reserves the right to exclude the child from school trips (day or residential). The child's behaviour will be considered on an individual basis by the Headteacher.
- Permanent exclusion of the child if child's behaviour is consistently detrimental to the well-being of themselves or others in the school and all behaviour modification strategies have been exhausted.

We recognise that there will be children who need a personalised approach to their specific behavioural needs.

In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Particular support programmes will be shared with appropriate staff.

Where children have pupil profiles in school related to different aspects of their learning, their core targets will help inform our approach towards their behaviour management.

All children in school are supported to work in line with the Golden Rules and Behaviour Policy in school

## **EXCLUSION**

Exclusion is a last resort in our behaviour policy. If a child is consistently showing inappropriate behaviour, then we would pursue the following lines of enquiry before exclusion is considered:

- Identify if there are triggers that are unsettling a child;
- Talk with parents and understand whether behaviour is replicated at home and keep them informed of positive steps or support that may be needed;
- Identify strategies that would support the child;
- Involve the SENDCO to identify if there are any underlying special educational needs;
- Involve the play-therapist if there are mental health or well-being needs;
- Ensure that adults working in school understand the needs of the child and there is a consistent approach to supporting the child;

- Keep the child under review to continue to support the child appropriately;
- If needed involve outside agencies;
- Support the adults working with child and provide appropriate supervision.

### **PHYSICAL INTERVENTION**

Physical intervention by an adult is only ever used by a member of staff as a **last resort**. If a physical intervention is required it would typically be carried out by a member of staff who has been trained under 'Team Teach' guidelines. Physical intervention is only used when a child poses significant danger to themselves or another member of the school community.

### **CONFISCATION OF INAPPROPRIATE ITEMS**

Legally, staff are able to confiscate, retain or dispose of an item from a child so long as it is reasonable in the circumstances. This will also include any 'prohibited' items identified by the school. Parents will be notified if this occurs.

### **SCHOOL BUS**

Children using the school bus are the responsibility of their parents. The school supervises the children using the bus or minibus on their arrival at school and accompanies them to the buses at the end of the afternoon.

We also expect the children to behave properly on the bus and we support parents in enforcing the following rules:

- Find your seat quickly.
- Sit down immediately and remain seated until the bus reaches your stop.
- Talk and behave quietly.
- Be courteous to the driver and others using the bus.
- Do not distract the driver.

### **SANCTIONS**

- An apology from the child is always expected if bad behaviour takes place on the bus.
- Reprimand by the member of staff in charge.
- Reprimand by the Headteacher.
- Parents informed and involved in discussion
- Removal of privileges.
- Child refused use of transport for a prescribed period.

#### ***This policy is linked to:***

- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Special Education Needs and Disabilities Policy
- Use of Reasonable Force Guidance
- PSHE Policy
- Positive Handling Policy
- Touch Policy
- Child Protection and Safeguarding Policy

<b>Date of Policy Document</b>	18 <sup>th</sup> August 2023
<b>Date Approved by Full Governing Body</b>	17 <sup>th</sup> October 2023
<b>Circulated to Parents (via School Website)</b>	
<b>Date of Review</b>	September 2024



# APPENDIX 1

## Behavioural Log Form

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Time of day: (please indicate)			
Classroom	Breaktime	Lunchtime	Other: _____

### BEHAVIOUR CAUSING CONCERN (please indicate)

General disruptive behaviour	Refusing requests	Rudeness	Swearing
Verbal aggression	Physical aggression towards an adult	Damaging property	Theft
Racist language/behaviour	Inappropriate online behaviour	Other – please specify:	

### Child on Child Abuse

Bullying	Inappropriate online behaviour	Causing physical harm – hitting, kicking, shaking, biting, hair pulling <i>(highlight as needed)</i>
Homophobia	Cyberbullying	
Sexting	Sexual harassment (sexual comments, remarks)	Inappropriate sexual behaviour (pinching bottoms, upskirting)

### Further details:

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### Action taken:

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### FOLLOW UP NEEDED: (please indicate)

None

Class teacher

Headteacher

Member of staff completing the record: \_\_\_\_\_

