

*Through our Christian Values - Friendship, Compassion & Trust:
We "Encourage, Build & Hope together...no one left behind." 1
Thessalonians 5-11*



At our school we aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community based on clear Christian values, in keeping with our status as a Voluntary Controlled Church of England School, which encourages an understanding of the meaning and significance of faith, which recognises and respects the beliefs and religions of others.

Behaviour and Welfare Policy

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 Christian community, whose key Christian Values are Friendship, Compassion & Trust. Relationships and behaviour are integral to our happy, healthy and safe learning community.

We aim for every member of the school community to feel safe, happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all. We also actively teach, promote and expect excellent behaviour for learning which facilitates high quality, outstanding learning inside and outside of the classroom.

Our school has three school rules for our pupils:

- We follow instructions.
- We keep hands, feet and objects to ourselves.
- We use positive appropriate language.

However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour. At all times, all school staff will act with due regard to the care, wellbeing and safeguarding of all pupils including those with SEN (Equality Act 2010).

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist ie. there are always different behavioural options (we don't accept/expect that some children will always behave in a certain way)
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors)

should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

We have a Secret Detective at Sproatley School (this person changes weekly and can be a staff member or a pupil). The Secret Detective makes a note of the children that follow our Christian values and spots them making good choices, these children are then given a special mention in our Celebration Assembly on a Friday.

Roles, rights and responsibilities

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- follow instructions
- keep hands, feet and objects to yourself
- use appropriate positive language

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (eg member of Leadership Team)
- liaise with external agencies, as necessary, to support and guide the progress of each child eg discuss the needs of a child with the education social worker or LA behaviour support service
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships. This will happen verbally in the Autumn and Spring Terms when we hold our Parents' Consultation Evenings and in written form in the Summer Term through our annual report to Parents. However, where need arises, Staff will aim to speak to Parents as soon as possible should they have more immediate concerns, this will often be done in person or through a phone call home.

Support Staff

It is the responsibility of teaching assistants, admin staff, lunchtime staff and all other adults in school to support the headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

Headteacher

- In addition to the above, it is the responsibility of the headteacher to:
- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors termly within the Head Teacher's report to Governors section on Personal Development, Behaviour & Welfare.
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehaviour
- issue fixed-term suspensions to individual children for serious acts of misbehaviour and
- for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives four warnings and/ or a detention or if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (often communicated to parents) and to support them co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers 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, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Working together for good behaviour in schools is a helpful document for parents / carers, available on the following website (reference to this will be made to parents / carers when appropriate): <http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

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 day-today authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Consequences

Positive Consequences

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote interpersonal relationships.

- Some of the positive consequences for the good learning, good choices and good
- behaviour that children show are:
- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers or other small prizes / treats

- team points- leading to 'Golden Tickets'.
- certificates given to recognise good work and learning behaviours in Friday celebration assemblies. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded, with the best class attendance awarded a trophy & certificate every Friday and this class gets a mention on our weekly newsletter. We award termly swimming vouchers for 100% attendance across a term.

Negative consequences

Staff at Sproatley Endowed C.E. V.C. Primary employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three school rules:

- We follow instructions.
- We keep hands, feet and objects to ourselves.
- We use positive appropriate language.

We have a series of consequences if someone breaks a rule:

A reminder about behaviour and choices.

5 minutes seated away from the rest of the class.

15 minutes seated away from the rest of the class.

Moved to another classroom until the end of that session.

Pupil sees senior leader (Head, or Deputy usually) and parents are informed.

A very similar system operates across lunchtime playtime, however the children stand out from their play activity for warning 2 or 3 and would move to the quiet area for timeout for warning 4.

Low-level, on-going disruptive or uncooperative behaviour (eg not following instructions straight away, talking at the wrong time in class, interrupting) are small issues but over time may stop a child and others from learning or feeling settled. We aim to keep this to a minimum and aim to spot patterns when warnings occur.

The following stages are followed to reduce such behaviour:

- Stage 1: a discussion with parents to inform of high number of warnings caused by lowlevel disruptive / uncooperative behaviour incidents.
- Stage 2: a letter to parents to advise this has continued and therefore we need to see an improvement within a fixed period of time; a behaviour chart at school to track incidents will be used (in addition to any other SEAL interventions that may be used)
- Stage 3: a meeting between parent, pupil, and teacher and an action plan put in place.

Serious misbehaviour (eg disrespect to staff, property or cultures, swearing, fighting) is rare at Sproatley Endowed C.E. (V.C.) Primary School. Such behaviour would mean warnings are automatically by-passed to stage 4 or 5 of the warnings. In the case of deliberately physically hurting another pupil, pupils have to miss two days of playtimes/lunchtime playtimes in order for the child to reflect on the seriousness of the incident, equally if a child has been involved in a situation where another has been hurt and they have encouraged this behaviour then they too need to take partial responsibility and will miss playtimes, we endeavour to keep parents informed should incidents of this nature occur. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour or any behaviour which makes them or anyone else feel upset or unsafe. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The school does not tolerate bullying of any kind. (Please see our anti-bullying policy) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All members of staff are aware of the regulations regarding the use of force by teachers. Staff would only need to intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him / herself or others. The actions that we take are in line with government guidelines on the restraint of children.

EYFS

Children in EYFS follow a simpler system linked to emotional faces. All children will start the day in the "smiley" face. If they are given a warning they will have their photograph moved to the "sad" face and will miss 3 minutes of their time sitting out. If they continue with the behaviour their name will move to the "really sad" face and they will spend a small amount of time out of the classroom. After they have done their consequences for their behaviour, their name will move back to the "smiley" face.

Inclusion

Most Special Educational Needs children will follow the system detailed; however, some children will require Individual Behavioural Plans that are tailored to their needs. We endeavour to work with the appropriate outside agencies to provide the most appropriate support for the child's individual needs Fixed-term and permanent exclusions Only the Headteacher has the power to exclude a pupil from school. In these incidences it will be done in accordance with the current DFE guidance on exclusions.

Monitoring

The Governors' Curriculum and Standards Committee monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy

Referenced Documents & Policies

<http://www.christianvalues4schools.org.uk> - Christian Values Website Link

Sproatley Endowed C.E. (V.C.) Primary Anti- Bullying Policy

Sproatley Endowed C.E. (V.C.) Primary Equal Opportunities Policy

<https://www.spexe.org/wp-content/uploads/2014/01/DFE-Exclusion-Guidance-2012.pdf>

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