



## Behaviour Policy

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## Introduction

The Behaviour Policy in Cranham Church of England Primary School is informed by Christian Values which underpin every aspect of the School Community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

*"So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."*

Widely known as '**The Golden Rule**', this teaching replaces a set of school rules.

## Aims

The Behaviour Policy aims to:

- Foster a **positive** and **compassionate** environment in which all children can flourish and reach their full potential.
- Develop relationships based on **respect, generosity, integrity** and **trust** between all members of the school community, including parents and members of the Governing Body.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champion' (i.e. have demonstrated values in practical ways).
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred back to **The Golden Rule** and the school's Christian values.
- Link effectively with the Safeguarding policy in ensuring a safe learning environment for everyone throughout the school day.

## Intent

As a direct consequence of the Behaviour Policy:

### Children will:

- Build strong relationships
- Experience what it means to live as a member of an **open, generous** and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

### Adults working within school will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

### Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by The Golden Rule and the school's values
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the school's values at home; for example
- through the publication Home School Values
- Feel welcome in school to discuss their child's progress in a positive atmosphere

## Response to Good Behaviour

### Verbal praise and positive comments:

Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand the value, e.g. compassion, looks like in practice.

### Dojo Points:

Dojo points are awarded for behaviour as well as effort. Children receive individual rewards for reaching specified milestones each term (25, 50, 75 and 100). All children belong to one of 4 school families: Badgers, Foxes; Hedgehogs and Squirrels. and these points are added together to produce a family group total. The winning family is celebrated once a week in a celebration collective worship led by children. The children also work towards termly whole school rewards for achieving a target number of Dojo points.

Value owls: Value owls are awarded to children demonstrating the school values. These children can be nominated by any member of staff, parents and or other children. Children who receive values awards are celebrated in celebration worship and they take Victoria / Victor values home for a week.

## Responses to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- Use The Golden Rule as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- Ensure that the child understands why his/her behaviour is not appropriate
- Seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrongdoing
- Establish the facts and reserve initial judgement
- Use punishments sparingly; a removal of privileges will be used as the principal sanction
- Remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- Provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- Deal with classroom problems, whenever possible, within the classroom
- Require unacceptable work to be repeated
- Expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- Inform parents if equipment is deliberately damaged and invite them to replace it
- Use the 'ask, tell, send' approach:
  - **Ask:** Ask a child to behave, reminding him/her of appropriate behaviour;
  - **Tell:** Tell the child to behave appropriately e.g. I've asked you to sit quietly, now I'm telling you to sit quietly;
  - **Send:** If the child continues to misbehave, if appropriate he/she is sent to another area of the classroom for a 'Time Out' session.
  - When the teacher has an opportunity he/she will speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to the Headteacher or a senior member of staff if the Headteacher is not available)
- The ask, tell send approach will also be followed at play and lunch times and in wrap-around care. All staff will use a consistent approach

## The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

In the unlikely event of action of this type being required at Cranham Primary school, it is to be carried out, if possible, by a member of staff who has been Team teach trained. Staff should inform another adult of their intention to use reasonable force in advance of the action, whenever this is practical, and remain in sight of another adult throughout the process. Parents will be informed if such action has been taken.

Please see the school's Physical intervention policy for further information.

## Peer Mediators

Peer mediators follow the core principles of the golden rule. They take care to listen to both sides of a disagreement they seek to avoid confrontation and demonstrate compassion through active listening.

## The school's response to serious behaviour

The school's approach to behaviour is focused on positive reinforcement, and relationship building to support emotional development. However, the school has a safeguarding responsibility to all its pupils, and we therefore need to react appropriately to incidents of serious mis-behaviour.

The following behaviours are deemed to be serious, and may result in an internal or external fixed term exclusion:

- Threatening or violent behaviour towards staff or pupils
- Serious incidents of bullying
- Sexualised behaviour
- Theft or deliberate damage to school property
- Swearing with intent to offend

In the case of an internal exclusion, the school will write to parents to inform them formally of this decision. The school also commits to providing support for pupils who have been given an internal exclusion, seeking external advice where necessary, to prevent further incidents.

Fixed term exclusions and permanent exclusion will follow the formal procedure as agreed by the Governing Body in consultation with the Local authority.

## The children's vision for behaviour

We would like the behaviour in our school to enable us to learn and to show that we care about each other. This means that:

- We would like to show that we respect each other's feelings, things and achievements
- We would like to know that everybody feels able to join in and that we will all be listened to
- We would like to be able to concentrate in lessons without people shouting out
- We would like our behaviour to be kind and to show that we are ready to help others
- We believe nobody should be bullied and we do not tolerate bullying
- We would like our behaviour in school to help everyone feel good about being here
- We would like to follow the Golden Rule

## The Golden Rule

