

*Happy Hearts, Open Minds, Bright Futures*



**Fladbury**  
Church of England First School

# **Behaviour Policy**

Reviewed by Head Teacher: September 2018

Approved by Governors: September 2018

## **Introduction**

The Behaviour policy at Fladbury First School is informed by our Christian vision and values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to the behaviour policy in our 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." This is widely known in our school as the **Golden Rule**.

## **The behaviour policy at Fladbury School aims to:**

- Foster a **Compassionate** environment in which all children can demonstrate **Wisdom** and **Endurance** to flourish and reach their full potential
- Develop relationships based on **Friendship, Thankfulness** and **Forgiveness** between all members of the school community, including parents and members of the Governing Body

## **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 and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the behaviour policy (through school council)

### **Teachers will:**

- Model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children.
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm 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 schools ethos, core Christian Values and the behaviour policy
- Feel confident that all the decisions regarding behaviour are **compassionate**, unbiased and informed by the Golden Rule and the schools values.
- Be confident that their child is developing personally, socially and academically
- To be offered opportunities to explore further the schools values at home
- Feel welcome in school to discuss their child's progress in a positive atmosphere.

## **Class Rules**

Each class has a copy of a Positive Social Rules Fan which states our School Rules using both words and symbols. The symbols will support those children who have communication difficulties or for whom English is a second language. The 10 Positive Social School Rules are:

- 1) Be kind
- 2) Be polite
- 3) Kind hands and kind feet
- 4) Use your inside voice
- 5) Take turns
- 6) Share nicely
- 7) Ask first
- 8) Sit nicely
- 9) Give others space
- 10) Teeth are for smiling, not biting

## **Playground Rules**

At the beginning of the academic year the school reviews the playground rules. The rules are initially discussed during class circle and then shared during an assembly. The resulting rules are displayed on the playgrounds and shared with all staff. The rules are written in a similar style to those of the classroom. See Playground Policy

## **Promoting appropriate behaviours**

The Golden Rule and our schools Christian values are always referred to when promoting appropriate behaviours. Staff value all children by interacting with all age groups as they meet them during the day, showing interest in what they have to say.

Children are encouraged to talk to and 'tell' any of the many adults who are around if they are unhappy or finding things difficult. Parents are asked to talk to us about any difficulties they are having at home or issues that may affect their children's behaviour in school. The Headteacher and teaching Staff operate an 'open door' policy which allows them to respond to issues as they arise. Staff always model calm and appropriate behaviours as an example to the children.

It is recognised that children often need to be participating in useful activity to keep them from inappropriate behaviour. Lessons are planned with clear learning objectives shared with the children. Lessons often have an active aspect to them, involving kinaesthetic (doing) learning as well as visual (seeing) and auditory (hearing). First-hand experience is frequently used to involve children in their learning. At playtime the children have access to small toys, balls, skipping ropes etc. the quiet garden and the timber trail. At wet playtimes the children have wet playtime activities which they can use in the classrooms.

## **Response to Good Behaviour**

Rewards are generally more effective if given immediately. Staff will consider alternatives for children who may not see the reward as positive.

Rewards may include

- recognising them through the values in action board in the school hall
- a smile or verbal praise and approval by class teacher or supervisor
- giving extra responsibilities/positions of trust/privileges
- inviting a colleague or Headteacher to endorse praise using the values language
- inform parents informally/verbally of achievement/good behaviour
- invite other children to acknowledge achievement
- the use of 'stickers', 'smiley faces' etc.

## **House points**

The school operates a House point system. All children are allocated a house; siblings are placed in the same house where possible. The House point system is designed to reward and encourage children in their work and behaviour at school; and also when they are seen to be actively promoting the value of the month. It also encourages team work and a feeling of belonging.

The house points are awarded by any member of staff. They record their house points individually and the school collects the total points for each house; and these totals are announced during Friday celebration assembly,

Children from Year 4 are selected annually by the staff to lead House activities such as House Point Assemblies and Sports Day.

## **Positive behaviour will be affirmed and praised by:**

### **Whole school rewards**

Values champion/cup, Values tree, Star Award Certificates, Magic Mathematician, Reader, Writer certificates

Children are awarded certificates for a range of purposes to value the contribution they make to our school. The School gives out Star Awards during Friday Celebration assembly. Children identified by any member staff as behaving especially well or working particularly conscientiously can be given a Star Award certificate and their name is listed on the front of the weekly newsletter that goes home to families too. The same applies to all other certificates as well.

Values Tree – at the start of the term children decide on their aspiration for living aspects of the value in focus and write them on the leaves of the values tree. As these aspirations are recognised the school celebrates.

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Values Champion/Cup –It helps to raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been “Values Champions” (i.e. have demonstrated values in practical ways) It is awarded during celebration assembly on Fridays

### **Classroom Reward Systems**

Staff will develop classroom reward systems with their children to encourage appropriate behaviours which are appropriate to their needs. The systems are made clear to the children concerned. Systems may involve signals of approval or disapproval for example smiley faces/sad faces, marbles in a jar, zone boards. Class rewards may involve ‘golden time’ (free choice time) or other negotiated rewards. The rewards are agreed prior to the system taking place.

### **Responses to inappropriate behaviour**

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

- Use the Golden Rule as a starting point ensure he/she understands why his/her behaviour is not appropriate
- Demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgement of wrongdoing
- Provide them with an opportunity to make amends reminding them it is the behaviour itself that is not acceptable

Undesirable behaviour is reprimanded in such a way as to direct disapproval towards the behaviour rather than the child. Children are encouraged to consider their actions and to make more appropriate choices. Sanctions may be used, where necessary, such as loss of privileges. Parents are informed of misbehaviour of a serious nature and are invited to cooperate in its correction.

All staff endeavour to speak to the children in a calm and reasonable manor. Sanctions are applied calmly. The reprimand includes a message about what the child should do in the future. Sanctions are generally applied immediately although for older children the anticipation of a deferred punishment can be effective. Early praise is sort to endorse better behaviour following a reprimand. The reprimand from the Headteacher will depend on the incident.

### **Sanctions may include**

- Removal of items causing a lack of concentration
- Quiet reprimand
- Restriction of playtime activities (a child may be left with the duty staff, and asked to stand not taking part in play, for a period of time.)
- Loss of playtime or other pleasurable activities. (Children will not have the whole of their playtime taken from them. It is recognised that children with behaviour issues often need the 'space' offered by playtime)
- Loss of privileges, plus undo the damage (e.g. clean mess) complete unfinished work, extra task.
- Invite another teacher/colleague/Headteacher to reinforce reprimand
- Sent out of class to work elsewhere (time limited and with supervision) for a period of time, to give both the child and teacher 'space'.
- Inform parents informally by class teacher
- Inform parents formally by Headteacher
- Headteacher to embark on formal procedures for temporary exclusion.
- Permanent exclusion

If children are frequently being reprimanded or are a cause for concern, their behaviour will be monitored and appropriate action taken. The Headteacher or staff member dealing with the incident will make a written account of any serious or repetitive incidents. These accounts will be kept by the Headteacher for the monitoring of behaviour. Any serious incidents that are viewed as "Bullying" or "Racial Harassment" must also be reported to the Local Authority.

### **Children with emotional/behavioural difficulties**

Children with emotional/behavioural difficulties may have an Education, Health and Care Plan (EHCP) or an IPM/PSP for behaviour. Class teachers and SEN staff offer individual support to pupils who experience emotional/behavioural difficulties and to their teachers. N.B. Gifted pupils may experience social/emotional problems and need specialist support as well as their less academically gifted peers.

The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils - however it is inevitable that in certain cases the relationship will break down or never be forged. Emotional and behavioural difficulties take many forms, i.e.

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- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on class work or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the school will attempt to ascertain the causes of the emotional/behavioural difficulties and will determine strategies to build or rebuild the teacher/pupil relationship. Small group work supporting social and emotional needs of children may be run by TAs. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort.

In extreme cases of misbehaviour staff have undertaken specific training for the use of 'Positive Physical Intervention' (PPI). This training enables staff to remove children safely from an area which would cause the perpetrator, or others, harm. It is anticipated that the use of PPI will be very infrequent. Any use of PPI will be recorded at school and copies sent to the Local Education Authority. Please refer to the 'statement of PPI use in school' for further information.

### **Outside agencies**

All schools have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help. However on certain occasions help may need to be sought from outside agencies in particular the Learning and Behaviour Support Service (LBSS).

The Governing Body of Fladbury First School approved and adopted this policy on: \_\_\_\_\_

Headteacher \_\_\_\_\_

Chair of Governing Body \_\_\_\_\_

To be reviewed: September 2019