



Abberley Parochial V.C. Primary School

Inspiring Hearts & Minds

Abberley Parochial V.C. Primary School

BEHAVIOUR FOR LEARNING POLICY

Policy reviewed by the Governing Body on May 2017

Abberley Parochial VC Primary School is a church school where our Christian faith lies at the heart of our ethos, creating and nurturing a compassionate and secure family community. We provide a caring school environment which challenges, motivates and stimulates each child, whilst fostering qualities of excellence.

Children at our school are always encouraged to take ownership and responsibility for their own behaviour. This policy was written in consultation with the School Council.

AIMS

Our school is committed to providing:

- A supportive learning environment where everyone can feel safe, happy, and valued as part of the Abberley School Family.
- A very high standard of behaviour across the school community where each individual is treated with the utmost care and worthy of respect.
- Optimal achievement where academic success and inclusive attitudes are celebrated.

At Abberley Parochial VC Primary School we have acknowledged four key values which are central to our school ethos and vision of 'Inspiring hearts and minds':

- * Creativity
- * Respect
- * Spirituality
- * Belonging (see School Vision and Values Statement)

We expect all members of the school community to play a part in fostering these values.

Children: knowing how they are expected to behave and knowing the consequences of their behaviour.

Staff: presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

Parents: upholding the policy and Home-School agreement in partnership with the school.

Governors: monitoring and supporting the policy and evaluating its impact.

GUIDANCE

This policy should be read in conjunction with the DFE guidance: Behaviour and Discipline in Schools (see attached). At the date of this policy shown below, the Guidance issued in January 2012 may be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-schools-a-guide-for-headteachers-and-school-staff>

The school follows the principles and recommendations set out in this guidance.

RECOGNISING GOOD BEHAVIOUR

Every child is valued at our school and should receive equal opportunities for taking responsibility in the school.

All children are expected to:

- . Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space.
- . Work hard and to the best of their ability.
- . Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand.
- . Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers, teaching assistants, lunchtime supervisors and all other adults such as parent volunteers.
- . Work sensibly with other children in the classroom; talk quietly and do not interrupt.
- . Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment.
- . Take responsibility for their own actions and their consequences.

All staff are expected to:

- . Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- . Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence.
- . Be firm without being confrontational; handle situations with a degree of warmth and concern.
- . Provide praise and encouragement for learners; offer challenge and highlight their achievements.
- . Work closely with parents in a discreet and pro-active manner.

PRACTICE

Positive behaviour is the 'hidden curriculum'. It is explicitly taught through PSHCE (Personal, Social, Health, Citizenship Education), RE (Religious Education) and through Collective Worship. (See PSHCE / RE / CW policy)

The Christian ethos of the school plays a major part in the framework of positive behaviour which is constantly modelled, promoted and expected by:

- o Developing the self-esteem of everyone in the school.
- o Enabling everyone to have respect for themselves and for others.
- o Creating a climate in which quality relationships can develop between everyone in the school.
- o Contributing to the personal and social development of children.
- o Developing emotional competence, self awareness and self discipline in children.
- o Promoting mutual understanding in order that an atmosphere is created for effective learning.
- o Encouraging children to make informed and well balanced choices.

General:

At Abberley Parochial VC Primary School we use the 'Peaceful Problem Solving' strategy to resolve conflict. This approach uses peer mediation to build, maintain and repair relationships.

A child who suffers 'low-level' physical or emotional hurt by another child must first:

1. Let the child know how he / she is feeling and give them a reason to stop.
2. If the negotiation breaks down and the behaviour continues the child must tell the adult in charge immediately, who will then intervene to deal with the situation.

A child who retaliates will be seen to be at fault also. Staff must be told when children are in danger, hurting others or being hurt.

Work left unfinished as a result of poor behaviour will be completed in the child's own time.

Consistently poor behaviour is recognised as a form of Special Educational Need and the school will proceed accordingly. The stages used will depend upon the behaviour exhibited.

REWARDS

In order to promote a child's self-esteem, we recognise positive behaviour and we reward:

Good attitudes: good manners, being thoughtful, commitment, caring, fairness

Good work: completing work, achievement, effort, taking pride, perseverance

Actions might include:

. Praise and Encouragement

- smile, nod, thumbs up, specific 'well done for...', verbal praise
- pointing out good behaviour e.g. 'I like the way...', tell another adult verbally
- written message / symbol (e.g. smiley face) on a child's piece of work for special effort or achievement
- individual / group / class system reward – e.g. moving up a rainbow chart
- privilege time – playtime, free choice
- informing the child's parents or Headteacher of good behaviour

. Celebration

- 'Something to Celebrate' class boxes: all adults and children are invited to anonymously nominate others who they feel have particularly worked hard or behaved well.
- 'Celebration Assembly' groups of children's work from each class are celebrated regularly at our whole school awards assembly. Certificates are awarded for Creativity, Resilience and Independence.

Note

Staff must take note of behaviour patterns that may have a specific trigger for certain children.

Children who exhibit changed behaviour may be experiencing difficulties at school or at home.

If this occurs with a child speak to the parents. If there is a Child Protection concern report this directly to the Headteacher.

SANCTIONS

Sanctions may be necessary from time to time in the event of negative behaviour, and applied as follows for most cases (allowing for professional discretion):

1. A verbal warning is given to the child to change their behaviour: a clear language of choice and consequence is used.
2. If the request is ignored and the behaviour continues, the child works / plays away from that activity for 5 – 15 minutes.
3. Further inappropriate behaviour will lead to 5 – 15 minutes of playtime lost (whether its lesson time or outside at break / lunchtime). The child will always be supervised by an adult.
4. The child is sent to the Headteacher.

At any stage the parent may be informed of the child's inappropriate behaviour.

However, in extreme circumstances as an immediate procedure, a child may be sent home by the Headteacher, or acting Headteacher (Senior Teacher).

Children are made aware of these through their PSHEC programme which aims to equip children with the skills to deal with such situations.

Incidents are classed as:

- . Minor incidents would normally be handled by the responsible adult (e.g. lack of cooperation, ignoring, less serious rudeness)
- . Medium Incidents may be dealt with by class teacher if they are one off incidents (e.g. being deliberately rude; being disruptive – no physical danger; being involved in negative/aggressive arguments; teasing; swearing; minor untruths)
- . Major Incidents should always be referred to the Headteacher (or Senior Teacher in the absence of the Head) who will deal with the matter in collaboration with the class teacher (e.g. racial teasing – sexist/racial comments/abuse; threatening/aggressive behaviour; hurting another child/adult; spitting; stealing; deliberate deceit or damage to property; unsafe behaviour – throwing things; bullying)

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same.

As the school wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning,

interrupts play or upsets others emotionally on a frequent basis.

We recognise that parents might have concerns and they are invited to make a first contact.

At this stage we expect the first meeting to be with the class teacher. When the meeting is arranged the reason for it should be explained. At the meeting the problem will be discussed and a strategy agreed. This might include individual targets and specific rewards for the child, followed up with regular parent/teacher meetings.

We hope that by working together in this way any situation resulting from negative behaviour will be resolved.

However, should matters persist or deteriorate the actions detailed below will be taken as necessary:

- . Help from the Special Needs Teacher, SNA, Educational Psychologist, Behaviour Outreach Worker or Locality Coordinator will be requested and acted upon.
- . Possible escalation up the SEN scale for behaviour with appropriate actions as advised by the LA.
- . Fixed term or permanent exclusion from the school in line with current legislation.

Bullying:

Bullying can be physical, verbal or indirect. It is deliberate; repeated, often over a long period of time; frequently covert; and makes it difficult for victims to defend themselves. In any form it is unacceptable behaviour. At Abberley Parochial VC Primary School we would consider the following points, depending on the severity of the case:

- . Listen to the victim and support them.
- . Talk to the perpetrators and their parents.
- . Impose sanctions where the bullying is proven (see above).
- . Discuss the feelings of those involved (perhaps in circle time, to explore how a positive self-view is formed, and how all members of the school can support each other).
- . Discuss other possible approaches with the Educational Psychologist.
- . Use other services from the LA.

Bullying is such an underhand activity that staff do not always see it occur. Bullying is also so demoralising that victims do not always have the courage to report it direct to staff. Therefore we rely on all eyewitnesses and the victim's parents to report these incidents to the class teacher in the first instance and as soon as possible

Detailed guidance on dealing with incidences of bullying is contained in the school's Anti-Bullying Policy.

Related documents

This policy is intrinsically linked with the following policies:

School Vision and Values Statement

Teaching and Learning Policy

Collective Workshop Policy

PSHCE Policy

Equal Opportunities Policy

SEND Policy

Home School Agreement

Anti-Bullying Policy

Safeguarding and Child Protection Policy

Positive handling of pupils / physical 'intervention' policy

In summary, this policy is designed for all members of the school community to work together to enable children to develop a positive behaviour that will enhance their educational experience and equip them with crucial life skills.

Date written: May 2013

Policy reviewed by the Governing Body on May 2017

Signed Chair of Governing Body

Signed Headteacher