



CHURCH EATON ENDOWED (V.A.) PRIMARY SCHOOL

BEHAVIOUR POLICY

Approved by the Governors : Autumn 2018

Member of Staff responsible: S. Shaw

Review Date: Autumn 2019

1. MISSION STATEMENT

Mission statement

This school will ensure that each child will have the best start in life through promoting and developing confidence and independence as learners who succeed today and be prepared for tomorrow.

Motto Caring Educating Succeeding	Curriculum Drivers Community Environment Self Sufficiency
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Church Eaton Primary school encourages all our children to be...

- Successful learners who enjoy learning make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society
- To develop an inclusive school with an emphasis on our community and environment.

Church Eaton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Safeguarding Children Policy for more information.

Church Eaton School endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important in this school that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

A range of teaching and learning styles are used across the curriculum, and these are appropriate to the age, ability and maturity of pupils. Teaching provides opportunities for pupils to reflect, question and make connections between aspects of their learning.

AIMS

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. Without

discipline, teaching is doomed to failure. At Church Eaton School we believe that discipline is good.

The majority of our children have good self-discipline. Good behaviour is referred to in the following overall aims of the school.

- ❖ To develop self-confident, self-disciplined children who value and recognise their talents.
- ❖ To encourage respect and tolerance for others and by doing so develop a spirit of co-operation and good discipline within the school.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have as bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be

used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child to avoid resentment, although there may be occasions when several children need to be spoken to collectively.

School Code of Conduct

Appropriate behaviour is mainly self discipline, and the most effective way to foster this is through children realising and accepting responsibility for the outcomes of their own actions.

Children are expected to follow the following school rules, which are part of the Home School Agreement. Copies are displayed in every classroom.

1. Always try your hardest and do your best.
2. Listen carefully.
3. Look after your personal possessions.
4. Be kind and speak politely to everyone.
5. Try to understand other people's points of view.
6. Take good care of the school environment and equipment
7. Move sensibly and quietly about the school.
8. Tell a friend or member of staff if you are worried or unhappy.

Bullying

If a child feels that he/she is being bullied, then they are encouraged to talk to peers, parents or any member of staff.

It is unacceptable for children to be hurt verbally or physically.

The Headteacher will be involved with those concerned. There is a school policy on Bullying. All incidents of bullying are recorded in a file kept in the staff room.

Peer on Peer

Peer on peer bullying will be dealt with in line with school procedures.

The Playground

- Sponge balls may be brought to school and may not be used when the weather is too wet.
- Children should use footpaths and not step on the grass.

School Bus

- There is a code of conduct for children who travel on the school bus. This is sent home and signed by the parents.

Uniform

- Children should dress smartly and wear school uniform at all times.
- The correct kit must be worn in P.E. and swimming lessons.
- The only jewellery that children are permitted to wear are watches and safety studs for children with pierced ears. For reasons of safety, these must be removed for P.E. or covered with sticking plaster.

General and Safety

- Children are not allowed inside the school buildings without the supervision of a teacher or mid-day supervisor. Up to 4 sensible children in Key Stage 2 classes may stay in during a breaktime, without direct supervision.
- Children should only bring money to school when requested, e.g. dinner money, trip money, etc. Money should be given to the teacher as soon as possible in a named envelope. Teachers will not accept responsibility for money brought to school for other purposes.
- No valuable items such as radios, radio-controlled toys and computer games should be brought to school.
- Children are not allowed into the pond area or outside the school grounds unless they are accompanied by an adult.
- A 'buddy system' for playground support provides emotional support for lonely or unhappy children, as well as trying to solve 'minor disputes'.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Children are praised and rewarded whenever possible in a variety of ways:

- We have a House Points system which is based upon a policy of awarding merits for following the school code of conduct.
- The staff consider this system to have a beneficial effect upon the school ethos.

- Class 1 and 2 use a Dojo's reward system which parents are able to view online.
- Teachers write positive comments in children's books if warranted.
- Recognition is given to success of differing kinds in our celebration assemblies on a Friday. Each class has a 'worker of the week' award presented during a Friday assembly.
- Pupils' work which merits praise is displayed as much as possible.
- The Headteacher will praise individuals for pieces of good work, if these are brought to his notice.
- Above all, praise and encouragement in lessons is used as much as possible.
- A Politeness Cup is presented weekly.

School Procedures and Sanctions

If a child does behave badly there are various steps which are taken, in ascending order of importance;

- The pupil will be spoken to by the class teacher.
- There will be 'time out' to a designated place in the classroom for a short period of time.
- The pupil will be spoken to by the Headteacher.
- There will be a short time in another classroom.
- The pupil will lose a playtime and have to stand outside the staff room.
- The parents will be informed and asked to help.
- Restrictions will be placed on access to out of school activities or extended hours activities.
- Further discussions will take place with parents.
- The child may be sent home at lunchtimes for a short period of time.
- The Behaviour Support Project, (Tel. 03781 28590 or 277934) will be contacted.
- A temporary removal of the pupil, (short or fixed term exclusion will take place). This type of exclusion is intended as an interim arrangement to achieve some form of understanding or contract with the pupils and parents which is the basis of his/her re-admission.
- A Permanent Exclusion will take place.
- The school will follow the guidance on exclusion procedures provided by the DfES on their website - www.dfes.gov.uk/behaviourandattendance

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

In the Home School agreement parents are asked to:

- Keep you informed of anything that happens at home that might cause changes in the behaviour or attitude of my child.
- Support the school's aims.
- Encourage self-discipline in my child and support the school's policy on behaviour.

The school will communicate policy and expectation to parents. A copy of this policy is available on the school website.

Signed: Simon Shaw
Headteacher

Signed: Ruth Wharton
Chair of Governors