



Behaviour Policy

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust’s co-operative values and the Church Schools’ values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Implementation	Oct 2020

Review Date
Reviewed September 2021. No changes.
Next review: September 2022

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. Thus the school has a central role in the child's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the child's developing ability to conform to our behavioural goals.

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. These principles are embodied into the school rules:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

Virtues in Education

Virtues in Education underpins our approach to behaviour and attitudes. The Virtues Project nurtures our children in the skills and qualities they need to be successful in school and in life. The mission of The Virtues Project is to inspire people of all cultures to remember who we really are and to live by our highest values.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

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 a 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. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce and acknowledge good behaviour, rather than on failures. 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. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Rewards may also be used as a motivational strategy to encourage positive attitudes, develop self confidence and self esteem, encourage friendships and as a strategy in response to aspects of a child's special educational needs.

Within our school, we have a range of rewards:

- Stickers
- Team points
- Stampers
- Virtue Gems
- Certificates
- Head Teacher awards

Sanctions and consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions and consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of sanctions/consequences should be consistent across the school in response to unacceptable behaviour. However, in certain circumstances sanctions/consequences need to be tailored to the individual child and situation. Sanctions/consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of sanctions/consequences should be characterised by certain features:-

- It must be clear why the sanction/consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions/consequences.
- Group sanctions/consequences should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

Members of staff may apply a single or range of sanctions/consequences when dealing with unacceptable behaviour:

- One to one admonishment
- Removal from the group (in class)
- Withdrawal from a particular lesson or peer group
- Withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website)
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Withdrawal of break or lunchtime privileges
- Carrying out a useful task in the school
- A requirement for a written apology
- A regular report to be given to the head teacher
- A variety of forms of detention
- A letter or phone call to a parent
- A fix term exclusion – Head teacher or a senior teacher in their absence to authorise only
- Permanent exclusion – Head teacher or a senior teacher in their absence to authorise only

Serious or repeated misbehaviour

At playtime serious acts such as swearing or fighting will be investigated by the removal of the child/children from the playground to determine the cause and as a result the necessary punishment. Such incidents will be logged and brought to the attention of the class teacher, a senior teacher or the Head teacher.

With repeated poor behaviour the class teacher will discuss the matter with parents and TAs to arrange a plan for improvement. This will include consultation with the parent/guardian to affect a joint approach to exploring and dealing with the problem. Assistance from outside agencies will be called upon if necessary. This will usually lead to a more detailed behaviour plan, which will identify the agreed sanctions. Usually a home/school book will be used to provide daily reports on the child to ensure parents are kept informed and praise good behaviour and punish poor behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions/consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support may be necessary. This possibility should be discussed with the Head teacher.

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.

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 class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

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.

The school will communicate policy and expectations to parents. 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.

Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017)

Please see the Trust's Exclusion Policy for more details.

When can a child be sent off-site for education?

Under [section 29A Education Act 2002](#) (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a pupil off-site for education to improve his or her behaviour. In this situation, the governing body must:

- ensure that parents are given clear information about the placement – why, when, where and how it will be reviewed;
- advise the Local Authority, where the child has a Statement of SEN or EHCP;
- regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

The governing body should have a plan for reintegrating a child into mainstream education at the end of the placement off-site. A report should be produced of the pupil's achievements, attainment and progress as well as attendance.