

Behaviour Policy

1. Introduction

1.1 Reflecting our Core Christian Values

Our school behaviour policy is informed by the Christian values that underpin all aspects of school life. At Broadwas CE Primary School, we are committed to developing strong and meaningful partnerships between all stakeholders. The school has consulted with pupils, parents, staff and governors to establish a set of six core values that are shared and understood by everyone involved in the life of the school. As a Church school, these values are very important since they permeate everything that we do. Our values are reinforced on a daily basis through worship times, (often led by our CREW - Children Responsible for leading and Evaluating Worship - team of children), class values, reflection times and RE lessons.

Good discipline and standards of behaviour are key features of a successful school. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this behaviour policy and that disagreement and conflict should be dealt with based on the principles of truthfulness, respect, forgiveness, reconciliation and restorative justice.

1.2 Learning Behaviours

Good behaviour may typically be described as, for example: showing respect and being kind to others, being polite and well-mannered. At Broadwas CE Primary School, we recognise that good behaviour should not only be thought of in this purely conventional sense. We also work hard to develop a wide range of *learning behaviours* which we believe will help our pupils to be successful throughout their school lives and ensure they become successful adults. We aim to develop children's ability to discuss and evaluate their learning, and to help them to develop learning behaviours such as:

Resilience - We want children learn from mistakes and understand that having to rethink an aspect of learning is a powerful way to improve and make progress, resilience is about working through setback and finding different solutions to questions.

Risk Taking - This is about children questioning and asking "What if...?" and "What shall we try now?" - it is also about children pushing themselves to try new things and knowing that learning is sometimes uncomfortable.

Thinking - We are looking for children to be seen thinking and considering, valuing their own ideas and believing that they have the strategy to solve problems.

Respect - Children treating others as they wish to be treated is the core belief around this learning behaviour, this is mirrored in the way they speak to adults and adults speak to them. We want children to believe it is okay to think differently and it is fine to change your opinion.

Reflection – Positive and effective learning behaviour involves children actively evaluating their work and developing the ability to believe that they can always improve, whilst taking a pride in their own work and achievements and respecting those of others.

Independence - We aim to teach children to believe that they can help themselves when they find aspects of learning a challenge, but also know when and who to ask for help. This is also about children having a thirst for knowledge, wanting to find out for themselves and being skilled to be able to do so.

Active/motivation - Children need to develop the belief that learning is for them and they have a responsibility for their own achievements; it is also about pupils valuing effort and taking initiative within their own learning.

1.3 Our Six Core Christian Values...

Love We love God and one another as Jesus taught us.

Respect We respect everyone and everything.

Friendship We trust and value our friends.

Perseverance We learn from our mistakes and never give up.

Truthfulness We tell the truth even when it is hard to do so.

Creativity We celebrate the creative spirit in all of us.

Our Behaviour policy aims to raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been '*Living Our Values Every day*' as emphasised by the school vision statement.

2. Policy Aims

- To foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- To establish and maintain positive approaches to behaviour management that are consistently applied by all staff throughout the school.
- To ensure that learning behaviour within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes.
- To help children develop responsibility for their own behaviour.
- To ensure that every member of the school behaves with consideration and concern for others.
- To ensure that parents and carers are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.
- To raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Living Our Values' (i.e. have demonstrated values in practical ways)

- To ensure that there is clarity when issuing sanctions through explicit referral to the school's Christian values.
- To promote the collective responsibility by all staff for the behaviour of all children in all areas of the school.

3. Responses to Good Behaviour

We base our approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. We want to recognise the majority of children who are consistently 'Living Our Values' in school.

a) Verbal praise and positive comments - Verbal praise and approval are valued rewards and we recognise that children respond especially well to praise and encouragement. Praise and positive comments are given readily. Class teachers, lunchtime supervisors and teaching assistants are encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. perseverance, looks like in practice.

b) Stickers - A reward sticker may be awarded for particularly good work and/or behaviour by a class, group or individual child. The headteacher also awards "Headteacher's Award" stickers for good behaviour, and for children nominated by their teachers to receive this recognition at the end of each week.

c) Certificates - Further good work/behaviour may be rewarded with a 'Very Special Certificate', which is presented during one of our special services in Church. Children can take their certificate home to share with their parents and a copy is displayed in school.

d) House Points - All children will receive 'house points' for effort and performance in their work. Again public praise and recognition for effort and hard work reinforces the message. Children are given house points for demonstrating our school values. Every week the house points are added up and the team with the most points is rewarded with the House Point Cup.

e) Class reward systems - Each class teacher may wish to establish a reward system appropriate to the age range of the class. Every class also uses a 'Good to be Green' chart system, which encourages positive behaviour and applies a clear response to inappropriate behaviour, whilst providing consistency of approach throughout the school. Consistently excellent behaviour is rewarded with a 'privilege' card, which can be used by pupils for a negotiated reward.

4. Sanctions

If behaviour is in conflict with the school's values, children are given a warning and their inappropriate behaviour is made clear. Explicit referral should be made to the school's values to ensure that there is clarity when issuing sanctions; e.g. "You are not 'Living Our Values' because you are not showing respect." A 'stop and think' or orange 'warning' card is placed by them as a visual reminder to 'Live Our Values'. If they repeat the behaviour or if general attitude continues to fall below expectation, children will receive a 'red' card at which point parents/carers will be informed.

Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of punishments include:

- A focus upon **the misbehaviour rather than the child**, e.g. "that was an unkind thing to do" rather than "you are a very unkind girl";
- A message about what the child should do in future immediately after the misbehaviour;
- Sanctions appropriate to the misbehaviour;
- Looking for the possibility of praise after the punishment, to encourage more positive behaviour.

Sanctions used by teachers and staff may include:

- Standing by a member of staff on playground duty for 5 minutes or part of playtimes;
- Missing a playtime to complete work or because of problems on the playground;
- Loss of privileges within the classroom (this should not affect the child's right to full access to the curriculum);
- Sitting away from the rest of the class for a short period;
- Referral to the headteacher, or a senior teacher.

Sanctions used by teachers and staff **may not** include sarcasm, humiliation, or being forced physically to comply with requests (send for the headteacher immediately if a child refuses to co-operate).

5. Individual Behaviour Plans / Special Arrangements

In cases where individual children experience difficulty in behaving as we would wish them to, and little progress in modifying their behaviour is noted following the consistent use of the school's normal range of rewards and sanctions, the child may need to be considered for inclusion on the school's special educational needs register, or a specific plan to support behaviour improvement will be created by the class teacher, supported by the headteacher and SENCO.

If this is the case, the child's teacher will discuss the child with the headteacher, who is responsible for the behavioural aspects of the Code of Practice for Pupils with Special Educational Needs at Broadwas. The headteacher will provide advice and support in the drawing up and implementation of appropriate plans or arrangements, in liaising with the child's parents and in enlisting their support.

This policy was reviewed and approved by the Governing Body on 19th November 2015.

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