

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, our Christian values permeate everything that we do. Our values are reinforced on a daily basis through worship times, (led once a week by our CREW - Children Responsible for leading and Evaluating Worship - team of children, the Open the Book team, staff and our clergy), class worship, 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.

We have had to adapt many of our measures due to COVID-19 in order to support the 'bubble' system within school. This can be seen in the adaption of 'House Points' which are now collated on charts within each classroom as opposed to placing counters in a jar within the library. We aim to continue the development of our good practise whilst adapting this to support keeping us all safe.

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 follow the principles of **Building Learning Power** and have adapted the ethos to work best in our school. We aim to develop children's ability to discuss and evaluate their learning, and to help them to develop learning behaviours such as:

Reciprocity – being ready, willing and able to learn alone (independent) and with others around them. We want children to be interdependent, to be able to be self-resilient but also able to work with others, to be collaborative. Children will be able to imitate, to be able to pick up others ideas, values and habits and finally have empathy and listening, being able to see in others' minds.

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.

Resourcefulness – being ready, willing and able to learn in different ways. Children will ask questions, make links between learning, imagine new ideas and learning and finally capitalise and make good use of resources.

Resilience – children should be ready to learn and willing to be able to lock into their learning. We would like children to flow, have motivation and take pleasure in learning. We would like the children to be able to manage their own distractions, notice what is out there to use and persevere. We want children to learn from mistakes, risk take and understand that having to rethink an aspect of learning is a powerful way to improve and make progress. Resilience is about working through setbacks and finding different solutions to questions.

Reasoning - 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.

Reflection – We want them to be able to be ready, willing and become more strategic about learning. Planning in advance, revise and monitor their learning, adapting as they go. 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. We would like them to have meta-learning ability, to understand themselves as a learner and distil and draw out lessons from their experiences.

Six Core Christian Values...

Love We love God and one another as Jesus taught us. This is our essential value that forms the basis of all we do in school!

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 (Building Learning Power) 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 head teacher also awards "Head teacher's Award" stickers for good behaviour.

c) Certificates - Good work/behaviour may be rewarded with a 'Very Special Certificate', which is presented during one of our special services in Church (Harvest, Christmas, Easter and the end of term service). 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 achievement 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 term 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 eg Dojo's points or table points.

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.". If they repeat the behaviour or

if general attitude continues to fall below expectation, children will receive a 'red W'. If the behaviour does not stop and they receive a second 'red W' and will miss 5 minutes of their playtime. If the behaviour is of a physical nature or the use of inappropriate language it will be reported to the Head teacher and to the child's parents.

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 head teacher, 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 head teacher immediately if a child refuses to co-operate).

At serious breaches of the school behaviour policy we would follow the Worcestershire Children First Local Authority Exclusion Policy which is the DfE Guidance on exclusions.

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 head teacher and SENDCO.

If this is the case, the child's teacher will discuss the child with the SENDCO, who is responsible for the behavioural aspects of the Code of Practice for Pupils with Special Educational Needs at Broadwas and the head teacher. The SENDCO and head teacher 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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