

CURRENTLY UNDER REVIEW

PIDDLE VALLEY CE FIRST SCHOOL
BEHAVIOUR POLICY



Living, Growing, Loving, Learning

Introduction about Self Esteem

- Self-esteem affects behaviour, learning and relationships. Self-esteem is the personal picture that we have of ourselves – our strengths and limitations. This self-image is built by all the positive or negative responses of the people with whom we come into contact.
- Every child needs praise, success, recognition and affection to encourage high self-esteem.
- A child can accept learning and relationship challenges if he/she can draw on these resources.
- A child with low self-esteem either resorts to negative attention seeking behaviour or withdrawal, which in turn negatively affects his/her learning and/or relationships, which in turn feeds a negative self-fulfilling cycle.

Our aim at Piddle Valley CE First School is to promote children and adult self-esteem in order to ensure a positive environment of learning, behaviour and relationships.

One way this is provided is through the school “Shining Lights” and celebration assembly, which is given to different children each week in class.

Principles upon which this policy is based:

- Children should attend school free from fear and in a safe environment.
- The school’s aims and core Christian values underpin every aspect of this policy.
- High self-esteem is the key to positive behaviour.
- Our high expectations about children’s behaviour will be phrased in positive terms and so that children understand.
- Children will always be treated as individuals.

- There is a need for consistent and good communication between home and school and during different times of the school day.
- Children need clear boundaries within which to enjoy school life.
- Children need opportunities to become more responsible for their own behaviour e.g. Making good choices and recognising consequences.

Whole School Practice

1) Expectations:

- The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school agrees a code of behaviour based on the following key elements.
- Piddle Valley CE First School - Behaviour Policy principles – *Respect for myself, respect for others and respect for property.* It is expected all children and adults will adhere to this code.

School Code

These are the rules the children agreed in class at the start of the year:

- Love everybody
- Be a good friend
- Look after ourselves
- Look after each other
- Look after our school
- Give everyone another chance
- Everyone deserves weekly 'golden time' as a reward for keeping these rules.
- Adults will use words of congratulation such as 'well done' and 'thank you' and well done stickers should be awarded.
- Pupils should have a second chance 'to make it better' if they get something wrong or misbehave.
- Pupils could lose 'my time' for breaking the rules, but should be given another chance to earn it back.

2) Rewards:

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Each class agrees a positive classroom charter based on the school code of conduct, which when adhered to is rewarded by their golden time.

- Each class teacher organises their own special time – they might invite extra help, have special activities or let the children ‘choose’.
- Each class teacher uses stickers, certificates and adult congratulation as incentives for good behaviour. They may also introduce other incentives.
- Each class in KS 1 and 2 in addition to individual reward, work towards a class reward usually half termly or termly. This is a special treat agreed in advance with the children.
- There are special printed certificates which are awarded during the celebration assembly. These can be given for any achievement, for supporting the Christian values and for behaviour. They are seen as a way of boosting self esteem and involving parents.

3) Sanctions:

- ‘Time out’ is used after two warnings as a thinking/cooling off time.
- Children can lose ‘Golden Time’ in blocks of 5 minutes for not keeping the class code of conduct/Charter, but can earn it back.
- More consistent unacceptable behaviour is dealt with according to its nature and may include removal of privileges and informing parents, involving the Headteacher, Individual behaviour plan, outside agencies or ultimately exclusion.
- It is made clear to the child the next level of sanction.

Teachers may decide to use additional strategies. These must be accessible to any teacher, eg a display which shows the target ‘we are working towards’, or ‘we can earn a marble by

4) Individual Behaviour Plans:

Individual behaviour plans are used when everyday classroom strategies are not having the desired effect and behaviour is becoming consistently disruptive or unsafe.

- An initial discussion with the SENco and Headteacher from the class teacher is carried out.
- There is liaison with parents, colleagues in school
- Individual Behaviour Plan and frequency record completed.
- Referral to Education Psychologist / behaviour support service as appropriate.

5) Communication and Record Keeping:

- Circle time/ Jigsaw and PSHE are used to talk about school behaviour.

- Parents are kept informed about children's behaviour by contact at the end of the day, liaison in link books, evidence of stickers and certificates.
- No public individual records are kept of good or bad behaviour.
- A record is kept of 'Celebration certificates kept by the coordinator e.g; certificates awarded and why.
 - Time is allocated for lunchtime staff, teaching assistants and parent helpers to liaise with the class teacher.
 - During the weekly staff meeting and support staff brief, individual pupils and situations are on the agenda 'Children in the news' and can be discussed and ideas shared. Minutes, stored in the staff room, are available to all staff including MSA's.

6) Training Opportunities:

School based training opportunities for both teaching and non-teaching staff are given time and consideration within the S.D.P.

Parents are made aware of both parenting courses and books on a regular basis.

Bullying

At Piddle Valley CE First School, bullying is defined as usually persistent, intentional and involves some inequality of power. It can be physical or verbal or silent.

Piddle Valley CE First School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, in liaison with both sets of parents as well as the children. We do everything in our power to ensure that all children attend school free from fear.

The Head teacher keeps a record of such incidents. Logging details of the event and follow up.

Restraint

All members of staff are aware of the regulations regarding the use of force by an authorised person, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996; *The Use of Force to Control or Restrain Pupils*.

'Team teach' methods of restraint are only used by those trained, and only when all other strategies are exhausted or in order to keep everybody safe.

A record is kept in the office of when team teach methods have been used.

Named staff members currently trained in Team Teach strategies – **Mrs Hudson**

Fixed Term and Permanent Exclusions

- 1) Fixed or Permanent Exclusion is a last resort and would only be made if allowing the pupil to remain in school would seriously harm the education, or health, safety and welfare of the pupil or others in the school.
- 2) An immediate or 'one off' fixed or permanent exclusion would only take place in the case of a 'serious, actual or threatened violence against another pupil or member of staff'.
 - eg: Use of offensive language may result in a fixed term exclusion of 2 days
 - A serious intentional assault on another child or adult, may result in a fixed term exclusion of up to 15 days, in one term.(These are examples, not an exhaustive list)
 - Sometimes a fixed or permanent exclusion can result from persistent disruptive misbehaviour, but would only be used if all strategies and expert help had been exhausted.
 - Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.
 - The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
 - The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
 - If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 3) The Headteacher informs the GTAT, Executive Head and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.
- 4) The governing body itself cannot exclude a pupil or extend the exclusion period by the Headteacher.
- 5) When a parent makes an appeal a panel made up of the governing body (between three and five members) will be formed. This committee considers any exclusion appeals on behalf of the governors, and meet to consider an exclusion. They will consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

6) If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

- 1) The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- 2) It is the responsibility of the governing body to monitor the rate of exclusions through termly Head teacher reports and to ensure that the school policy is administered fairly and consistently.

Related Documents: Equal Opportunities Policy
Racial Equality Policy
SEN Policy
Individual Behaviour Plan
Safeguarding Policy
Child Protection Procedures

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