



Bromesberrow St Mary's C of E (VA) Primary School

Behaviour Policy February 2020

Headteacher

Governor

Our School Vision:

Reaching for the stars in aspiration and hope

The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently. Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child. *This policy complies with section 89 of the Education and Inspections Act 2006.* This policy should be read in conjunction with our Attendance Policy.

Our policy aims are to:

- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline, so that each child learns to accept responsibility for her/his own behaviour.
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Make boundaries of acceptable behaviour clear and to ensure safety.
- Raise awareness about appropriate behaviour.
- Ensure the rights and responsibilities of all members of the school community.

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

Expectations of the School Community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to inform the school as soon as possible, giving reasons for their absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress

To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with at least one up to date emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	Support the school in communicating effectively.

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles, through Collective Worship, PSHE and through our expectations and ethos. 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 feedback 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 which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

School system

As a school we have decided upon whole school Values, on which our behaviour system is based. These are:

- Respect
- Perseverance
- Kindness
- Motivation
- Cooperation
- Pride

Each classroom has a Shining Stars Board, where children's names are placed when they have upheld our school values, produced good work or excellent behaviour.

These children are recognised in Friday's Celebration along with our Stars of the Week.

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems (i.e. castle points).
- *Stars of the Week and Month
- Stickers, Certificates, Prizes.
- Special privileges.
- Weekly Celebration Assemblies
- Rewards from variety of staff in school (i.e. lunchtimes, castle points etc).

- Special Headteacher Awards
- Letters to parents/carers.
- Peer praise.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands, which are underpinned by our system of asking four key questions.

- 1) What happened?
- 2) Who was affected?
- 3) How can we put it right?
- 4) How will future choices be affected?

This system of restorative justice seeks to redress the balance in a just and fair way. It seeks a positive outcome involving all parties. It is also important that adults are able to identify bullying behaviour correctly.

Level 1: misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor (time out bench, loss of break-times)

Level 2: more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teacher may involve parents. This can include lunch time behaviour that has been reported to the teacher by a mid-day supervisor. Notification of other staff and informal involvement of Head teacher. An individual behaviour management/anger management plan may be drawn up.

Level 3: very serious misbehaviour or persistent level 2 behaviour. Formal involvement with the Head teacher and parents. Additionally education welfare and/or other outside agencies may become involved. (Last resort possible short or longer term exclusion.) In these cases the school will follow Gloucestershire LA guidance for exclusions, a copy of which is kept in the office.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement/Behaviour Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, therapeutic storywriting, time to talk sessions, peer buddies/mentors etc)

Online/remote learning

Our behaviour policy also applies to online video conferencing and Eschools:

Eschools and Microsoft Teams (Dfe approved) -in response to Covid 19 outbreak

The purpose of using video conferencing (Microsoft Teams) and Eschools is to connect to our children and families using an online platform, so that we all feel that sense of belonging and are valued as a group, as well as being able to learn and work together collaboratively.

Permission is sought from parents and carers if their children are involved and accessing Teams and Eschools. During the Covid 19 outbreak, this will be by initial engagement of children responding to teacher messages.

- The school keeps a record of messages and learning activities, including date, time and participants.
- Children should not be using Teams or Eschools username and password to connect with others outside of the teacher led group chats and for access to learning activities.
- Behavioural expectations are the same as for in face to face lessons.
- Only group emails or 1-1 emails (between child and teacher) organised by teacher to take place.
- Staff will suspend child's account if they feel any of the content is inappropriate.
- Profile pictures will be monitored by staff and if they feel are inappropriate they will contact children and parents to change them. Pictures of themselves can be used but must not have anyone else in.
- Parents should supervise their child's usage on Teams and Eschools.
- Only DBS checked staff will take part in messaging and the setting of learning activities.
- Usual Safeguarding standards will be maintained. If staff felt that any child was 'at risk' or a disclosure was made then they would escalate this in the usual manner, using our Child Protection procedures.

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the Headteacher who has responsibility for this area within school.

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors, LA representatives, school community nurse and local Healthy School Standards representative.

This document is freely available to the entire school community.

Policy Links

Attendance
Teaching and Learning
Confidentiality
Anti Bullying
Exclusion
Safeguarding
Equalities
SEND
Staff Conduct/Handbook