

Lewtrenchard Primary C of E School

Behaviour Policy

Together We Grow in Wisdom and Knowledge

Introduction

The Behaviour Policy in our Church of England School is informed by Christian values which underpin every aspect of the community's life and work, including the curriculum. We believe that children need to develop the empathy to treat others as they wish to be treated themselves.

Jesus said 'Do unto others as you do unto yourself.' Luke 6:31

To order to enable effective teaching, good behavior in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school. In order to make these rules an important part of school life, we have whole school Golden Rules which are linked to our core Christian values and each class teacher works with their class to develop a class charter. Our core values are:

Kindness, Respect and Responsibility

Behaviour Policy in our School aims to:

- Give children the opportunity to ask 'What would Jesus do?' and consider the kindness and respect shown by Jesus to others.
- Foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- Develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have demonstrated values in practical ways.
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred back to the Golden Rule and the school's Christian values.

As a direct consequence of our Behaviour Policy-

Children will:

- be supported and encouraged to build strong relationships
- experience what it means to live as a member of an open, generous and forgiving community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through School Council and Ethos Committee meetings, etc)

Teachers will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children

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- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- be supported and encouraged to develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rule and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home
- feel welcome in school to discuss their child's progress in a positive atmosphere

Response to Good Behaviour

Celebrating Values in Action:

Teachers will nominate the names of children who have demonstrated the 'values in action', (e.g. shown generosity towards them). This behaviour will be affirmed and praised during the weeks Celebration Assembly.

Good Learner of the Week:

Each week the class teacher (after consultation with support staff and lunchtime supervisors) will select a child who has shown particular kindness, respect or responsibility and this will be noted at the Celebration Assembly on Friday afternoon. Children will receive an award certificate.

To further encourage good learning behaviour staff will explicitly teach learning dispositions that will support positive learning behaviour in the classroom. These dispositions come under our same core values: Respectfulness, Responsibility and Kindness.

Praise and positive comments:

Praise and positive comments will be given readily both verbally and through certificates and stickers to go home. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. kindness, looks like in practice.

Demonstrating Good Values / Great attitudes Points:

We use an interactive resource for recording good behavior points – Class dojo. When a child demonstrates a value, a point will be awarded.

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Response to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- use the Golden Rule or Class Charter as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing.
- establish the facts and reserve initial judgement
- use punishments sparingly; a removal of privileges will be used as the principal sanction
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable.

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- deal with classroom problems, whenever possible, within the classroom
- require unacceptable work to be repeated
- expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- inform parents if equipment is deliberately damaged and invite them to replace it
- use the 'ask, tell, send' approach. (Ask – Ask child to behave, reminding him/her of appropriate behaviour. Tell – Tell the child to behave appropriately e.g. I've asked you to sit quietly, now I'm telling you to sit quietly... Send – If the child continues to misbehave, he/she is sent to another area of the classroom for a 'Time Out' session). This may be adapted for children who have individual behaviour needs alongside a plan for support and provision.

When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to a member of the Senior Leadership Team. This may be adapted for children who have individual behaviour needs alongside a plan for support and provision.

Exclusion

Fixed term exclusions and permanent exclusion will follow a formal procedure as agreed by the Governing Body in consultation with the Local Authority. We will strive to avoid this. In most cases exclusion from school will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusions will result following behaviour as listed in the National Standard List of Reasons for Exclusion.

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There are two sorts of exclusions:

Fixed term exclusions

- A pupil may be excluded for any period up to 45 days in any school year. A date is given for the pupil's return to the same school.
- **Permanent exclusions**
It is not intended that the pupil will return to the same school.
If your child is excluded the school will tell you about the exclusion as soon as possible. You will receive a letter telling you:
 - whether the exclusion is fixed term or permanent;
 - The reason for the exclusion
 - The arrangements for continuing your child's education. During the **first five days** of any exclusion you are responsible for your child's education. If the exclusion is **six days or longer** and **fixed term**, then the school needs to make arrangements to provide education (normally off site) from day six onwards. If the **exclusion is permanent** then the Local Authority will arrange education from day six. This does not affect your right of appeal against exclusion;
 - That you have the right to appeal to the governing body's discipline committee;
 - Who to contact if you wish to appeal and the latest date for doing so;
 - If the exclusion is fixed term, the date of return to school;
 - That you have the right to see your child's school record.

For Further information regarding Exclusion:

<http://www.devon.gov.uk/j4s-ped-guidanceprocedure.pdf>

Complaints Procedure

If you are not happy with the way that you or your child is treated by any member of the staff team, you can write to or speak to the Head of School. If you are not satisfied that this has answered your complaint then you can also write or talk to The Chair of Governors. If following this you continue to wish to take it further, please follow the Complaints Policy procedures. We hope that any concerns are settled between the parties concerned quickly and amicably with a positive outcome for all concerned.

This policy was reviewed: January 2019 and will be reviewed annually unless required earlier.