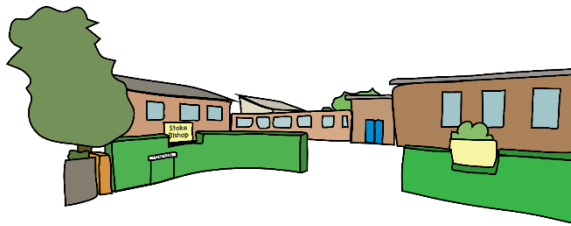


Stoke Bishop CofE Primary School



Behaviour Policy



'Believing it's Possible'

Our community sits between two rivers that have historically supported growth and success. Working together with trust and passion, we learn, grow and thrive as we embrace the possibilities of life's journey:

Understanding that,

"Wherever the river flows, life will flourish" – Ezekiel 47:9

Courage

Grace

Integrity

Passion

Rationale

The aim of this policy is to:

- Promote a positive culture within the whole community that is supported by the positive, self-perceptions of individuals.
- For children to explicitly promote appropriate behaviour in supporting and enabling themselves and others. These are encapsulated through the language and practise of our school values – **Courage, Grace, Integrity and Passion**
- To be an effective reference point for all adults within the school community as to their role in supporting a positive appropriate behaviour culture.

*Stoke Bishop CofE Primary School is a Christian school and as such, believes in **Forgiveness** as a key element of resolving behavioural issues. This policy applies throughout the school day. It is the responsibility of the school at all times to deal with issues relating to behaviour on the school premises. Parents should be able to address all their concerns to the school.*

Purpose

- Helping every child develop a pride in themselves, their class and the school as a whole.
- Creating a caring, compassionate environment where there is mutual respect and trust amongst all members of the school community.
- Supporting quality learning and teaching opportunities for everyone in school.
- Working positively with parents to promote a strong behaviour culture.
- Taking pride in our school environment and showing respect for the property of others.
- Supporting and reinforcing efforts to behave positively and learn well.

A Positive Learning Culture

- Every member of school is responsible for creating a positive culture that sets clear expectations for how we behave individually and as groups towards others.
- The school values are designed to promote and recognise that positive culture in how we all treat each other.
- By positively reinforcing good behaviour, expectations are modelled across the school.
- Every child has good behaviour recognised and begins afresh each day.
- All staff recognise good behaviour through praise and rewards.
- Children are sent to other members of staff to receive praise or reward for good learning and behaviour.
- Each Hub and class agree a code of conduct that draws on their understanding of what 'acceptable behaviour' looks like
- Every Hub has a consistent approach to class rewards that recognise both personal and group learning.
- Staff make a professional judgement as to when it is appropriate to contact parents/carers about their child's behaviour and would look to include them in whatever way it might be helpful.
- Recognition of positive behaviour is publicly raised in order to promote individual self-esteem.
- Attitudes to Learning and Social & Emotional skills are discussed with parents and children during 'Learning Meetings' in order that full transparency exists regarding behaviour and how it supports or inhibits learning.

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A Single Process

To provide clarity we use the following single process to help children develop their understanding of how behaviour supports effective learning. This process is to be followed by all adults in school except at lunchtime, where strategies are slightly different:

- Children are reminded clearly of expected behaviour through reference to the agreed class codes of conduct. This applies to any low-level behaviour that is deemed to disrupt the learning.
- If poor behaviour continues children receive a verbal reminder
- If the behaviour continues the child is given time out in their own classroom in order to reflect on how they can improve.
- Continuing problems will result in the child being given further time out with their Hub Leader and details will be recorded.
- In rare instances when the behaviour continues after returning from the Hub Leader, the child will be sent to a member of the Senior Leadership Team (SLT) and this will be recorded if deemed necessary.
- If there are more than two visits in a week to the Hub Leader, then children will be sent to a member of the SLT, where a decision will be made regarding communication with parents
- If children in KS2 are sent to a member of the SLT for behaviour then they will immediately be kept in for a break or a lunchtime - whether that is on the same or following day. Parents will be contacted and details will be recorded. In Reception and KS1 this principle will be applied if deemed necessary.
- Further action may well involve inviting parents in to discuss the child's behaviour, the purpose being to develop a consistent agreed approach.
- Parents may also be contacted where there are a number of small incidents over a term with the purpose of agreeing strategies that will be worked on together.
- Persistent lack of improvement in low level behaviour may result in the Head giving a Fixed Term Exclusion (FTE) to protect the interests of other learners. This would only occur as a result of regular communication and discussion with parents.

We believe that children have the right to make mistakes and to learn from them through guidance and support. As such, we therefore aim to engage parents in discussion around behaviour, only when it is deemed a helpful part of the learning process. A request to meet is not judgemental of the child or parents, merely an endeavour to support all the adults and children involved.

Staff also endeavour to notify parents of significant improvements in behaviour

At all times the class teacher has responsibility for ensuring a positive learning environment is in place which may result in them using a range of strategies to achieve this. The aim is always to focus on and reward those children who are demonstrating the behaviours that enable them and their peers to be successful in their learning.

The current strategies used by the Hubs include the use of House points in lessons, along with the stickers and certificates. Each class teacher also awards certificates to children every other week for their contribution to our values and culture, as well as achievements through Celebration Assemblies.

Lunchtimes

It is expected that the culture of positive behaviour continues through lunchtime as with any other part of the day. To support this, there is a team of SMSAs and Teaching Assistants. The SMSAs are in charge of the lunchtime arrangements within the school building and the Teaching Assistants are involved with play activities.

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We see lunchtimes as a time for promoting social skills in the playground, the dining hall and other outside areas around the school. There is a specific principle of 'Managed Risk' in place that encourages children to explore some of the physical challenges available whilst teaching them to understand the nature of risks, both to themselves and others.

We are developing the provision of games and activities that are led by the Teaching Assistant team and our Play Leaders in Years 5&6 that initiate different activities over the lunchtime period. We promote the principle of children using and sharing good manners in social situations.

The Teaching Assistants apply the same principles and expectations from the classroom to ensure a consistent culture throughout the school day.

- Adults will intervene and resolve issues as appropriate.
- Children may be given a 5 minute time out to reflect on their behaviour.
- Significant incidence or behaviour will result in children being brought to the class teacher, Hub Leader, or a member of the Senior Leadership Team (SLT), as appropriate. The normal process of sanction and communication with parents will then be followed, if required.

Children with Behaviour Needs

We ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have Special Needs this will often be achieved through small steps. Some children with Special Needs and, or Mental Health issues may require a support plan, which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the Behaviour policy. At the same time the needs of all children are taken into account when devising strategies to support individuals. The aim is to support children in becoming part of the inclusive culture, not to maintain a situation where they sit outside it.

Reflection Room

In order to support children in developing appropriate social skills, or those who may be demonstrating Mental Health needs, Calm Club is in place during lunchtimes. This is run by Mrs Shingfield, as provision for those children who are finding the playground a difficult place to be, either on a temporary or more sustained basis.

The option of small group activities is also available through lunchtime opportunities provided by the lunchtime team.

In both of these situations, children are able to discuss any difficulties they are having and, through the use of core coaching strategies, encouraged to develop positive ways of handling these. The aim is to enable them to develop the independent skills they need in certain social situations. It is available as a resource to all children and is therefore not part of the sanction system. Children can be offered these provisions, but not made to use it.

Extreme or significant Behaviours

In dealing with Significant Behaviour issues, adults should at all times aim to deflate the situation and, in their actions, consider the safety and emotional impact of all children, other adults and themselves. This is also expected of parents in how they deal with their child, other children and members of staff. On occasions where an incident takes place that involves extreme behaviour the procedure will be recorded and additional interventions can be instigated.

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The intent should always be to support children in demonstrating the correct behaviour, but if strategies are not successful, or behaviour is deemed to be extreme in the context of school, ultimately a period of exclusion will be considered - following Bristol's guidelines. This will always involve direct discussions between school and parents and information is also provided on an exclusion letter to explain how parents / carers can be supported in this process.

Major incident

In this instance a major incident is one where serious harm or injury (this could be physical or mental) has resulted due to aggressive, dangerous or manipulative behaviour by a child. In such circumstances the Headteacher or person acting in the Headteacher's absence should be called immediately.

Where there is injury, First Aid support should also be immediately summoned. First Aid and the safety of all children takes precedence over anything else. Should the incident be due to a child's behaviour that child should be taken to a place where they can be supervised as needed. In certain circumstances the Headteacher may deem it necessary to contact the Police to ensure the incident is addressed in an appropriate manner.

It is the responsibility of all adults, both parents and teaching staff, to support a positive learning culture through modelling and promoting appropriate behaviour.

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