

Cheddon Fitzpaine Church School



Behaviour Policy

Agreed: September 2017

Review: September 2020

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Behaviour Policy

1. Introduction

Cheddon Fitzpaine Church School supports the view that good behaviour is achieved through positive behaviour management in line with Christian values.

This policy should be read in conjunction with the BWMAT's exclusions policy.

The Bath and Wells Multi Academy Trust and School Governing Body will review this policy annually.

2. Aims

- a. To positively promote socially acceptable behaviour
- b. To provide a safe, calm and caring atmosphere in the school
- c. To ensure consistency and fairness and set high standards
- d. To enable pupils to develop social skills and the ability to choose between right and wrong
- e. To develop respect and tolerance to prepare children for society

3. Expectations

We expect everyone within our school community to practice our core values against which behaviour is evaluated.

4. Golden Values

- I am enthusiastic
- I am courageous
- I am honest
- I am kind to others
- I am forgiving

These are our school values of: politeness, respect, tolerance, endeavour, forgiveness and honesty against which the behaviour of all adults and children in our school is considered.

As a Church of England Primary School we have identified a Bible passage to encourage our pupils to "live the values" - Galatians 5 v22 :the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These values will be promoted through our RE teaching and Collective Worship to support our behaviour management process.

These important skills can only develop in an atmosphere of support and understanding and it is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm yet sympathetic.

To achieve this aim, adults are encouraged to promote positive behaviour management strategies. The main focus of our behaviour management is to praise positive actions by identifying children doing the right thing and rewarding and celebrating their good behaviour.

5. Guidelines

- a. To involve all of the school community in making and celebrating the rules
- b. To ensure that everyone knows and practises the 'Golden values'
- c. To regularly use a variety of strategies, such as Circle time, to promote high standards of behaviour
- d. To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- e. To ensure that all staff are conscious of the example they set the whole time
- f. To focus on the child's behaviour and not the child him/herself
- g. To seek guidance from outside agencies when extra support is needed
- h. To take ownership of behaviour issues

We believe it is important that the school provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected in line with both SEN and Equality discriminatory legislation. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

6. Rewards for good or improving behaviour

Rewards take the form of verbal praise, golden stars, earning golden time, golden tickets and certificates presented to the children and assembly celebrations.

Children can earn house points for academic achievement.

Children earn golden time daily by demonstrating good behaviour.

Children earn golden stars for following our golden values. The class work together to fill the star chart to earn extra golden time.

Children who consistently follow the golden values will receive a golden ticket. Five tickets earned in a half term results in a positive postcard being sent home and a photo added to our 'role of honour' display

During the end term sharing assembly, the Golden Values Certificate is presented to two children from each class who have consistently demonstrated the Golden Values. One child to be selected by the adult, the other by the class.

7. Sanctions for poor behaviour

Where poor behaviour is demonstrated and practiced, this will receive swift and positive attention by school staff, following the 'What happens if?' poster that is displayed in every classroom. (Appendix 1)

Children will be spoken to by a member of staff to explain why their behaviour is unacceptable.

If this behaviour continues, children will be moved to the cloud and unable to earn 5 minutes of their golden time.

If the behaviour continues, children will miss 5 minutes from their break time. Continuing this behaviour will result in working in another classroom for 10 minutes.

A time out may be applied for persistently poor/extreme behaviour.

8. Key questions

When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

It is important not to say “Why did you do that?” We encourage adults to work through the following questions:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who else has been affected by this?
5. What do you need now so that the harm can be repaired?

To support children achieve the last point, the cue sheet can be used (Appendix 2).

9. Exclusions for unacceptable behaviour

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behavior Policy where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. A copy of the national Exclusions Policy is available to view or download from the school website.

The following behaviour is identified as unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and Sustained verbal abuse
- Anti-racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered

10. Home/School agreement

Every parent is expected to sign the Home/School agreement when their child starts school as an indication of the partnership between home and school.

School staff will work hard to ensure that the aims and requirements of the Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in section 3.0.

Through the home/school agreement, a positive relationship can be formed between the school and every parent and the headteacher encourages parents to meet and discuss any aspect of their child's wellbeing, performance or behavior. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

11. Anti-bullying

Everyone in the school community ie. Children, staff and parents, need to know the clear definitions of bullying. Persistent and sustained incidents include:

- Physical (kicking, pinching etc.)
- Verbal (name calling, insults, etc.)
- Gesture (turning of the back, rude hand gestures etc.)
- Exclusion (being left out of friendship groups, work groups etc.)
- Extortion (threatening with harm if money or possessions are not forthcoming)
- Anti-racist or homophobic incidents

TEACHING CHILDREN ABOUT BULLYING

Exploring bullying issues through PSHE lessons

What is bullying?

What causes people to bully each other?

How does it feel to be bullied/to bully?

What are the effects of bullying behaviour on bullied people, on people who bully and on bystanders?

What would our school be like if bullying behaviour was acceptable?

Why should we try not to bully each other?

What can we do to stop bullying?

Children who observe bullying should be encouraged to be effective by:

not allowing someone to be deliberately left out of a group.

Not smiling or laughing when someone is being bullied.

Telling an adult what is happening.

Encouraging the bullied child to join in with their group.

Telling the bully to stop what they are doing.

Showing the bully that they disapprove of his or her actions.

The way we deal with bullying is set out below.

PLAN OF ACTION

After an incident has occurred:

Obtain information from the children and adults

- We must give all the children the opportunity to give details. We must listen without interruption.
- We will listen to children separately.
- The bullying children should be seen first.
- The meeting should be non-confrontational.
- It should be calmly made clear that the bullying has made the victim unhappy.
- They should be helped to see that their behaviour needs to be changed.
- The bullied child should then be seen.
- We must be supportive. However, some children may be "provocative victims" and contribute to their problem.
- They need help to see how their behaviour also, needs change.
- Our aim is to "move on" and improve relations between the children.

Explain the action to be taken

- The action will vary according to the situation.
- The children involved should be given the opportunity to suggest the action.
- This may take the form of sanctions (eg. miss playtimes),
- But hopefully it will be a more positive and friendly suggestion (eg. Inclusion in friendship groups, sharing games etc.)
- However, if the incident has resulted in physical or mental injury, the Head teacher will inform the parents of the bully and bullied.

Inform relevant people

- All children involved must be given a clear explanation of the action to be taken.
- This could involve other class or group members.
- Adults in the school must be informed so that the situation can be monitored in all areas of the school, both inside and out.
- If appropriate, parents of the involved children should be informed of the planned action and they may be asked to come in on a regular basis to discuss their child's behaviour.

Action

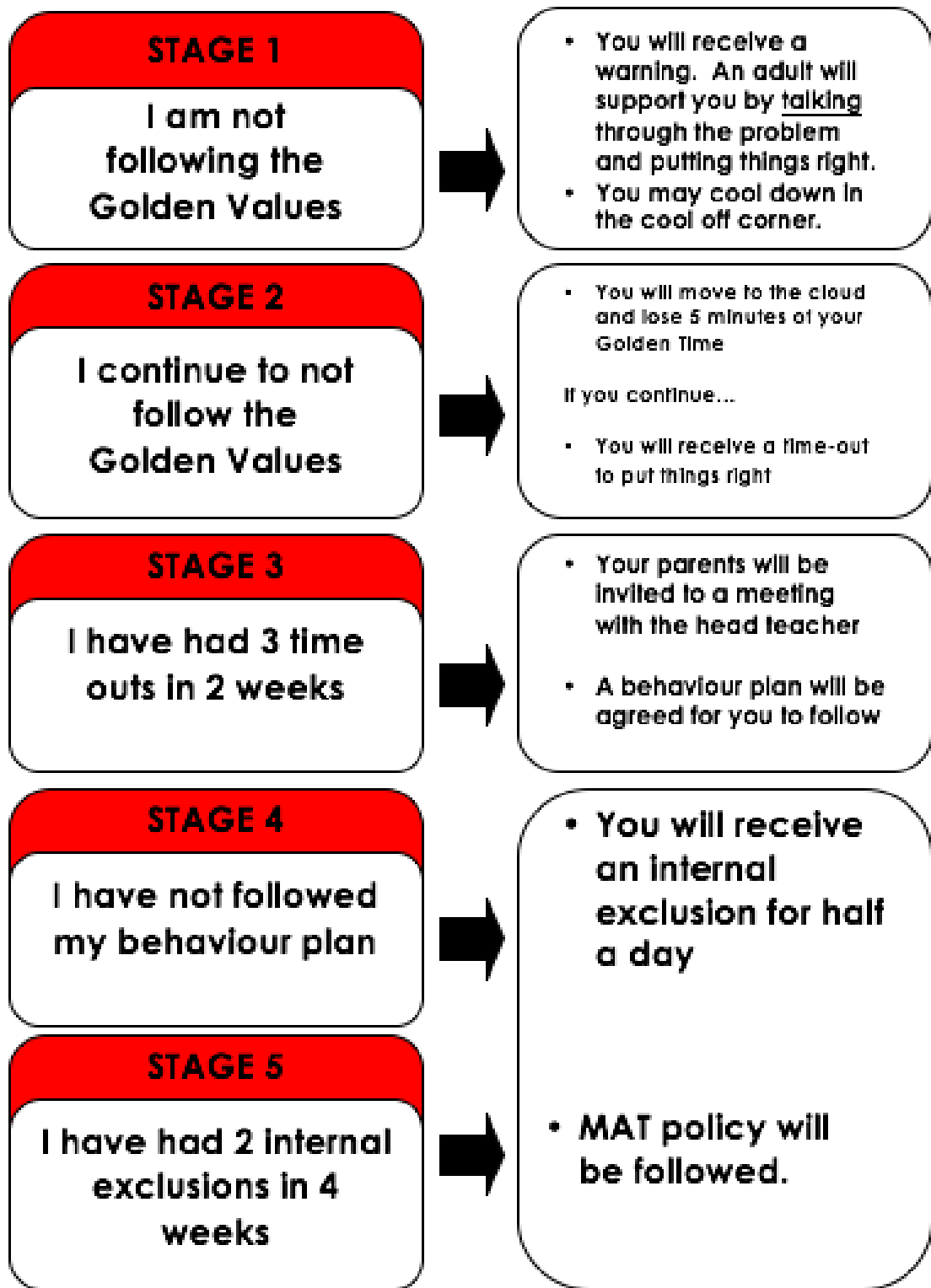
- The action should begin immediately, or as soon as possible.
- Any failure on the child's part to successfully carry out the action must be noted.
- No time must be allowed for bullying to reoccur.

Follow-up (after one day and at regular intervals thereafter)

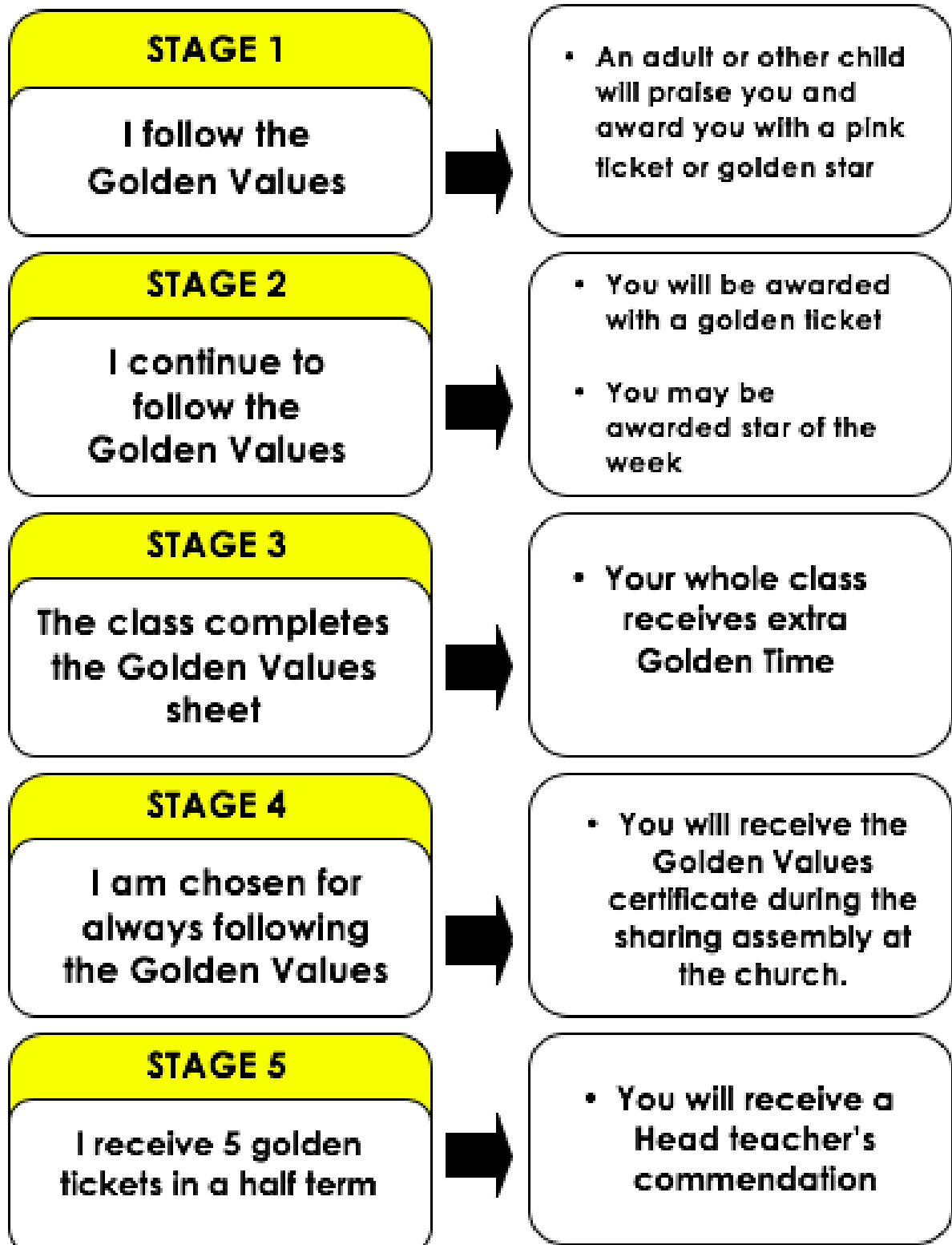
- Has it been dealt with effectively?
- How do we know?
- We need to talk to all involved children to see how they are feeling about the situation.
- Has the bully stopped completely?
- If the answer is yes, it has been dealt with effectively. Another meeting should be held with all the children involved to discuss how to maintain the improved behaviour indefinitely.
- If the answer is no, we must obtain more information and contact the parents of the bullying child to arrange a meeting between the parents, the child and the class teacher and/or the Head teacher.
- The parents would be expected to support the school and their child by making regular visits to the school to discuss any improvements in the child's behaviour.

- A “report” system may be set up. This comprises of a written daily report by the class teacher that the parents read and sign.
- The parents would be invited to write comments about the child's behaviour at home. This would create a dialogue between school and home, thus addressing the situation through the “whole” child.
- The parents of the bullied child need to be informed of this action so that they are aware that the school is continuing to deal with the problem.

What happens if we?



What happens if we?



What do I need when I've been harmed?

- An apology eg "Its not alright but I forgive you"
- An empathetic listener
- Amends made
- The other person to understand what has upset me
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- Reassurance it won't happen again
- To draw a line underneath it

What do I need when I've harmed someone else?

- To apologise
- Someone to talk to
- Time to put things right
- To make it up to them
- A chance to explain to another person and myself
- To feel better about it and about myself
- To be forgiven
- To reassure them/myself it won't happen again
- To get back on friendly terms