

BEHAVIOUR POLICY FOR COMPTON C OF E PRIMARY SCHOOL JULY 2017

This policy relates to the Anti Bullying Policy, the Equality policy, Force and Restraint Policy and the Attendance Policy.

RATIONALE

Good behaviour and discipline within the school are essential if children are to learn and teachers teach effectively. As a staff, we work hard to ensure that we create a supportive environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

The aim of this policy is to promote high standards of behaviour, self-discipline, self-esteem, courtesy and respect for other people at all times and an acceptance of responsibility in the children for their own actions in line with our school's core Christian values. The policy also aims to create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all stakeholders, and where there is proper concern for the environment.

These are achieved in the framework of a happy, supportive and creative atmosphere, in which children are encouraged to give their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

The school has a legal right to consider **children's behaviour beyond the school grounds and day** and a legal duty to follow up incidents of inappropriate behaviour and/or bullying (including cyber bullying) that take place outside of school.

The children of Compton C of E Primary School have been very involved in the formulation of this policy. The School Council believe the following about the rights and responsibilities of the children.

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> ● To be treated with respect ● To be listened to ● To be helped and supported if required ● To be treated with kindness ● To be given responsibilities ● To make friends ● To be treated fairly ● To not be punished as a class if a small group are to blame ● To be allowed to learn ● To enjoy ourselves in school ● To feel safe in school ● To be given the opportunity to share 	<ul style="list-style-type: none"> ● To behave respectfully to others ● To listen to others ● To be prepared to help and support others if required ● To be kind to others in and out of school.* ● To be sensible ● To do your best to ensure everyone is happy in school. ● To treat others with fairness in and out of school.* ● To accept the consequences if we break the rules ● To not stop others learning ● To allow others to enjoy themselves in school ● To help others feel safe in and out of school*

<p>our views</p> <ul style="list-style-type: none"> ● To make our class rules ● To take part in <u>all</u> aspects of school life ● To make the most of our talents 	<ul style="list-style-type: none"> ● To have our views listened to and let others have the opportunity to share their views ● To keep to those rules ● To let everyone take part in all aspects of school life ● To let others make the most of their talents
	<p>* The School Council would like to clarify 'others out of school' refers to members of our local community that children feel comfortable to interact with.</p>

These beliefs formed the basis of our School Golden Rules.

OUR GOLDEN RULES

Our approach to behaviour and discipline is positive. To support this approach we encourage everyone in our school community to follow our school golden rules.

We move calmly around our school.
 We are kind and helpful to one another.
 We listen to each other in school.
 We respect our environment and look after our belongings.
 We are polite and have good manners.

GUIDELINES FOR ALL STAFF

There is a need for consistency throughout the whole school. It is important that all members of staff share the responsibility for promoting discipline in the school in a positive and sensitive way. Children receive the message that all staff expect the same standards of behaviour and also that any issues will be dealt with in a similar way following a graduated approach. See 'In the Event of Inappropriate/Challenging Behaviour' below.

Positive reinforcement of good behaviour is more effective than negative punishments.

Although there are agreed sanctions for children who misbehave, it is the encouragement of good behaviour, which is far more important and effective than punishment. Staff should praise children who behave politely, kindly or sensibly. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in PSHE lessons and in school assemblies. Staff will recognise further opportunities in the school day to promote good behaviour. Praise should outweigh censure by a ratio in the region of 5:1, but it should be handled in a way that the child feels comfortable.

A well managed, well planned environment decreases the potential for problems.

Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes which are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self- esteem. Challenge of behaviour should never damage self- esteem. **Any censure should focus on the behaviour and not the child.**

Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to instil caring and respect for people and property. Children should be listened to and spoken to calmly.

Every effort should be made to defuse potential problems before they arise through discussion, good organisation and consultation.

Certain behaviour, such as racism, bullying, rudeness, fighting or swearing is never acceptable and should always be dealt with when encountered and recorded when appropriate. This applies equally to such behaviour both in and out of the school.

The role of performance management is very important in the promotion of the above guidelines. Performance management lesson observations provide an opportunity to ensure that our school ethos on behaviour is being promoted and that classroom climate indicators are positive.

Guidelines for the playground:

When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

School rules should be applied consistently and children reminded of them regularly.

How Does Our School Promote Positive Behaviour?

The **children** at Compton C of E Primary School believe that good behaviour is promoted in our school in the following ways:

Use of stickers	Kenny Koala/Barney Bear
Smiley faces	Playground Leaders
The credit system	KS1/2 Postcards
Green cards/ table points*	KS2 Medals
Certificates	KS1 Buddies
MTA Certificates	Prefect System
Teachers support in and out of class	Headteacher Awards
Verbal praise	Attendance Prizes

Lunchtime stickers Excellence assemblies Dojo points system Team points in KS2	Foundation Bradley's Bank and traffic light system.
*The School Council would like to clarify that the table points system works when a group don't lose table points because of an individual's inappropriate behaviour.	

The **staff** at Compton C of E Primary School believe that good behaviour is promoted in the following ways:

Good relationships within school (children/adults, children/children, adults/adults)

Enjoying and celebrating achievement

Encourage positives not negatives

Reward systems

Everyone is approachable

Encouraging full potential

Whole school involvement in decision making

All enjoy being here

Children support their peers throughout the school

Use of praise

Awarding of extra responsibilities

Positive feedback in learning

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way that we manage conflict.

In the Event of Inappropriate/Challenging Behaviour

While Compton C of E Primary School stresses rewarding good behaviour as the best way of maintaining good behaviour, inappropriate/challenging behaviour must be dealt with (**In or out of school when that behaviour out of school impacts negatively on teaching and learning in school**). In such cases, sanctions used are particular to the needs and age of the child and are also dependant on the seriousness of the type of behaviour and the cumulative nature of the behaviour. The staff and children have discussed and understand the importance of a consistency of approach when dealing with inappropriate behaviour.

What is inappropriate behaviour

Where an individual's or a group's behaviour prevents another individual or group from attaining their potential in their learning or makes them feel unsafe or unhappy in school, it is our responsibility to intervene to ensure that this behaviour is challenged and improved.

Examples of 'low level' inappropriate behaviour are:

Constantly calling out,
Not following basic instructions,
Disruptive behaviour.
Moving in class, in the school corridors or on the playground in a manner that is not considerate to others.

Examples of 'higher level' inappropriate behaviour are:

Repetitive pushing and hurting others
Spitting, swearing, biting
Lack of respect to others
Answering back to adults
Taking and damaging property
Moving in class, in the school corridors or on the playground in a manner that is a danger to others
Bullying of any description

How the school deals with this behaviour

As indicated previously, every effort should be made to diffuse potential behavioural problems at an early stage:

- Showing disappointment in the child's behaviour.
- Having a quiet word with that individual.
- Removing a child from the situation.

- Continuation of this behaviour will result in a Key Stage 2 child losing their playtime or lunchtime and a Key Stage One child losing their playtime and the beginning of lunchtime.
- CPOMS, when appropriate, will be used to record any behaviour concerns so any trends can be identified.
- All staff will be updated via CPOMS or at meetings on any children at risk, ensuring that everyone is aware of any ongoing issues regarding individuals or groups.
- If appropriate a Pastoral Support Programme (PSP) will be written and agreed to ensure that all children are safe and happy and can work to their potential.
- The policy also applies to any extra-curricular activities that the school runs and staff will use their discretion when considering a suspension or exclusion from the activity where persistent inappropriate behaviour occurs. Parents will be kept informed throughout the process.

When the child does lose their play or lunchtime, the sanction should be constructive and allow the child to reflect on their behaviour. This can be done on the behaviour log sheets kept in the Headteacher's office. The completed sheets should be returned to the Head to keep as a record. Alternative activities such as writing '10 good reasons why I should improve my behaviour...' or producing posters that promote good behaviour are also appropriate. The work should be named, dated and a rationale for the reason for the sanction should be written and again the work should be given to the Headteacher to keep as a record.

Where the behaviour is more serious eg anti-social behaviour, bullying or persists over a long period of time, other members of staff will need to be informed (verbally or through CPOMS). Depending on the severity and at the discretion of the staff, the order of involvement of senior

leaders is as follows:

- Initially, Team Leaders should be informed.
- If the behaviour is not rectified then the KS Leaders should be informed.
- If the behaviour is not rectified then the Deputy Headteacher should be informed.
- Finally the Headteacher who will be kept informed, will become involved.

It is the staff's discretion that will determine when/if the child's parents/carers are informed. (SEE BELOW – INVOLVEMENT OF PARENTS/CARERS). However **it is essential that if required, parents/carers are informed as early as possible** to ensure that everyone is working together to ensure that the child's behaviour is modified so that their learning and that of their peers does not suffer.

Communication may be an informal face to face or telephone conversation or a formal arranged appointment. A behaviour log or chart may, where appropriate, be instigated to record 'improved' behaviour over a long period of time.

In some cases, this line of behaviour management will need to be bypassed and the Deputy Headteacher or Headteacher will need to become involved at an earlier stage.

The Headteacher will decide if the behaviour warrants a formal form of communication such as a letter to be sent home or whether a phone call will suffice. In rare cases, a PSP will be instigated.

Where the inappropriate behaviour takes place at lunchtime, the MTAs will inform the class teacher who will then follow the above process.

In the most extreme or persistent of cases, the challenging behaviour may have to result in a fixed term or permanent exclusion from school as a last resort. Should this be the case, the school Exclusion Policy should be referred to.

RESTRAINT – Please refer to our Force and Restraint Policy. Except where there is an immediate risk of injury or damage to property, other behaviour strategies should be used before restraining a pupil. **All incidents of restraint must be reported to the Headteacher.**

Involvement of the Parents/Carers

Where appropriate, the parents/carers of the children will be informed (See above). By maintaining clear channels of communication with parents/carers, their support and involvement can be actively sought and welcomed throughout the process. The parents'/carers' involvement in consultation is essential in agreeing a strategy (that may involve outside agencies) of support for the child. When appropriate, the school's Learning Development Leader (LDL) should be informed and kept updated. The LDL will be responsible for contacting and liaising with any outside agencies that become involved and for formulating any PSPs.

Outside Agencies include:

Learning Mentor

Educational Psychologist
CAMHS

ROLE OF PSA

Throughout the above process, the school PSA may a.) be asked to make contact and liaise with parent/carers or b.) be contacted by parent/carers who may ask the PSA to liaise with school on their behalf.

The PSA plays a crucial role in ensuring that good, positive behaviour is maintained at Compton C of E Primary School.

Equal Opportunities

At Compton C of E Primary School, we insist on conduct which offers equal opportunity to all, regardless of race, culture, gender, physical or academic ability.

We aim to provide an environment free from social, sexual or cultural prejudice, for all members of our school community.

We encourage our children to value and respect individuals and to create an awareness and appreciation of the multicultural nature of society.