



Berkswell C of E School Behaviour Policy – October 2017

‘Inspiring Children to Shine’

This policy has been written in consultation with the DFE document; behaviour and discipline in schools advice for Headteachers and staff.

‘The quality of relationships throughout the school is excellent, providing and supporting a stimulating environment where pupils are enthusiastic about their learning, relating their behaviour to Christian values, which has a distinct impact on their lives and relationships with one another.’ SIAS Report 2013

School Mission and Aims

Our mission is to create a happy, caring, safe Christian community, where everyone is valued, listened to and respected. We work diligently together to empower all to achieve their best. We nurture individuals to be independent, confident and articulate people who understand their own needs and are supportive of others.

- At Berkswell we know that strong relationships, founded on Christian principles are the way to create a dynamic, successful and happy school community.
- As a visionary school we have created an innovative and inclusive curriculum which excites and motivates all; promoting enthusiasm for learning. This inspires us to acquire a wide range of skills and knowledge, resulting in exceptional progress and achievement.
- In exploring and reflecting upon Christian, spiritual and moral values, we recognise the importance of co-operating with others. We encourage and develop in each other, a true sense of self-motivation and worth. We understand the need for mutual respect for all members of our school family and beyond.
- Together we appreciate and understand our local community and environment, as part of the wider world. We recognise the need to respect and work alongside others; empathetic to their values and beliefs.
- We celebrate the individual and diverse contributions of all members of the school community, creating responsible citizens of the future.

We all have different roles and responsibilities in upholding good behaviour in school, however, we expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.

- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other, however, we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

'I have come that they may have life and have it to the full' John 10:10

Behaviour in school

At the start of the year each class reviews their learning charter thinking about rights and responsibilities, rewards and consequences. This is then taken forward to the School Council who produce a whole school Learning Charter which is followed by all.

Rights and Responsibilities

Rights for pupils

To learn
 To feel safe
 To be treated fairly
 To be free from discrimination

Rights for staff

To teach
 To feel safe
 To be treated with respect by pupils, parents and colleagues

Rights of parent

To know that their children are treated fairly and with respect
 To know that their children are free from discrimination
 To know that their children are safe

Responsibilities of the Headteacher

The Headteacher at Berkswell School is responsible to the governors for discipline in the school, under the Schools Standards Framework Act 1998. This will include the health, safety and welfare of children in the school, including their emotional well-being and mental health.

The Headteacher supports the staff in implementing the policy.

Responsibilities of Senior Leadership Team

The Senior Leadership Team supports and advises all staff in disciplinary matters.

Responsibilities of staff

It is the responsibility of all members of staff to help to provide a calm, stimulating and purposeful atmosphere in school and to comply with section 7 of the Teacher Standards 2012. This is facilitated by:

- Staff acting as positive role models.
- Staff having high expectations of achievement and behaviour.
- Children being taught an effective curriculum which takes account of the needs of all pupils in the class.
- Children clearly understanding what is and is not acceptable behaviour, this is reinforced through the school rules of behaviour.
- Children understanding the school routines.
- Rules for behaviour being shared with the children and regularly being re-visited.
- Good behaviour constantly being praised by the teacher.
- Poor behaviour being corrected quickly.
- Encouraging children to take increasing responsibility for their behaviour and learning.
- Children understanding their own responsibilities within school and being given the opportunity to take on responsibility through roles such as, peer-mentors, school councillors and house captains.
- Providing opportunities for group or class discussions for pupils to share concerns.

At lunch time the children are expected to continue to behave in an appropriate and safe manner both in school and on the playground. Younger children are supported by older children in various settings, for example Blue Band Club and Friendship Stop. This encourages the building of relationships throughout school.

Responsibilities of parents

As outlined in the Home-School Agreement, parents play a vital role in partnership with the school on matters relating to behaviour.

Should any child's behaviour be a cause for concern, parents are contacted:

- informally – possibly at the end of school.
- formally – at parents consultation evenings.
- by telephone.
- by letter.

In addition parents are able to share concern with staff, both formally and informally. Parents may be asked to make specified appointments with the class teacher to discuss behaviour or strategies to improve behaviour, which can be put into place. Often school will instigate a home/school behaviour log.

Children can be referred to the school's Child and Family Mentor who can work with the child on an individual or group basis.

If appropriate, parents may be offered support from other services, to work with their child and the school.

Responsibilities of pupils

Children are expected to play an important part in helping to create and maintain a happy, hard-working and caring school community. This is reflected in the importance the school holds in consulting with pupils, the school council have played an active part in writing this policy. Pupils also worked to develop our School Mission Statement and understand that they have a responsibility in helping to create and maintain this vision. In order to achieve this, high levels of good manners and behaviour are the expected norm.

Children are given positive reinforcement and rewards through:

Values

The school talks about values regularly, each term several values are identified and promoted through school. Children are rewarded for showing the values across the school week and they are reinforced in worships, the curriculum and in all aspects of school life.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from Head Boy and Girl, House Captains, Peer Mentors as well as through the School Council.

Curriculum

At Berkswell we strongly believe that the curriculum plays a very positive approach towards behaviour management. A stimulating and enjoyable curriculum with well-planned, interesting and challenging activities promotes independence and good behaviour.

Reflection area

All children have the ability to access the reflection area. This is a place where children can go to take 'time out' in a positive way, children are encouraged to spend time reflecting on their actions. The Peace Garden also provides a place for time to reflect.

Positive behaviour is rewarded by:

- Praise
- Stickers
- Special responsibilities
- Notes home
- Zone Boards
- Good manners tokens
- Star Worker tea party
- Caught you being good
- Team or house points
- Headteachers award

In years 2 to 6 Golden Time is used as a means of reinforcing school and class rules and rewarding good behaviour.

The Importance of Self-Esteem

We recognise that enhancing self-esteem is a key factor in the promotion of positive relationships. Helping to raise the self-esteem and confidence of all adults and children in the school is of key importance. A range of classroom strategies are used to develop this through PSD lessons, Circle Time and the general positive ethos of the school. Our PSD curriculum is based around the Jigsaw program, which has the developing of self-esteem and positive relationships at its core.

As staff we recognise the power of positive and negative comments and how they can impact on behaviours within the classroom and playground, positive communication with pupils is very important.

Inappropriate behaviour

At Berkswell we will not tolerate behaviour which impacts on other people's safety and learning.

Incidents of inappropriate behaviour are dealt with promptly and fairly. Sanctions are used in a considered and careful way to ensure that children are not embarrassed or humiliated.

If a child's behaviour is unacceptable and a verbal reprimand fails, the following sanctions are available for members of staff to use as they think appropriate.

- Loss of minutes of Golden Time (Year 2 to Year 6 only)
- Loss of part of a playtime or lunchtime
- Moving position in class
- Modification of task/activity where appropriate
- Carrying out a task to make amends
- Sending work home to be completed
- Yellow/Red cards
- Withholding participation in extra-curricular activities
- Involvement of colleagues, Assistant Headteacher or Headteacher.
- Involvement of Child and Family Mentor
- Involvement of parents
- Use of home-school book
- Loss of lunchtime privileges.

Examples of inappropriate behaviour

Level 1	Level 2	Level 3
Teasing	Persistent Level 1 behaviours	Persistent Level 2 behaviours
Interrupting the teacher	Shouting out	Fighting
Avoiding work	Lying	Swearing

Telling tales	Answering back	Racial abuse
Swinging on chairs/misusing equipment	Being disrespectful to teachers/staff	Derogatory language
Poor use of manners	Preventing others from working	Stealing
Running in corridors	Pushing and barging	Physical abuse
	Rough play	Verbal abuse
		Refusal to follow instructions (defiance)
		Bullying
		Intentionally damaging school property
Examples of sanctions: Reinforcement of Learning Charter In-class sanctions – e.g. Zone boards Encourage to make right choices Model good behaviour Verbal warning/reminders	Examples of sanctions: Time out in class Short period internal exclusion Missed privileges e.g. Golden Time, playtime Headteacher/SLT made aware Parents contacted ICF completed	Examples of sanctions: Half/whole day internal exclusion KiVa team involvement SLT involvement Parent consultation meeting Involvement of CFM Pupil Behavioural Plan in place Exclusion procedures followed ICF Completed Involvement of external agencies

A red triangle is available in all classrooms to access further adult support.

Any incident of inappropriate behaviour is recorded through the completion of an Initial Concern Form. Where repeated behaviour is displayed or concerns are identified members of the Senior Leadership Team will implement, with the involvement of parents, a Targeted Child Support plan to tailor an agreed set of actions.

Through early intervention identified members of staff will also work with individual children or groups of children to develop self-esteem and promote positive relationships.

Exclusions

The school will refer to and comply with 'Exclusions form Maintained Schools, Academies and PRUS IN England.'

A child may be excluded for a fixed term period for:

- Repeated level 3 behaviour
- A serious violation of acceptable behaviour
- Repeated refusal to conform to the requirements of the behaviour policy
- Persistent behaviour detrimental to the learning and well-being of others

In circumstances deemed necessary by the Headteacher , any of the above forms of misbehaviour could result in permanent exclusion.

Support

At Berkswell we are very willing to seek support as necessary in dealing with any aspect of Behaviour Management. The Services, which are available to us are:

Child and Family Mentor
Local Authority Advisory Teachers and Inspectors
Special Inclusion support Service
Social Services
Educational Psychology Service
Social Emotional Health Team
Governors
Police
Rector
School Medical Service

Monitoring

The Headteacher and Senior Leadership Team monitor the implementation and effectiveness of the policy, any changes or recommendations will be made to the governing body.

All level 2 and 3 behaviours are recorded on the ICF system, this is monitored by the Headteacher and the Child Family Mentor, the system records any incidents across the school day. This may lead to meetings with parents where necessary or further intervention.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term exclusions and to ensure the policy is administered fairly. The Safeguarding Lead governor is reported to termly by the Headteacher around behaviour in school.

Policy review date – Autumn 2019

Agreed by governors – October 2017