



## *Berkswell C of E School Behaviour Policy – April 2015*

“Personal development and well-being are excellent. Pupils love being at school.” “They feel safe and secure and their behaviour is exemplary”

Ofsted March 2009

### **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.

Pupils and staff have worked together to produce five school rules of behaviour which everyone has agreed to uphold, the rules of behaviour are displayed in every classroom and throughout school.

- Always have kind hands, kind feet, kind mouths and kind faces.
- Treat others as we want to be treated, be polite, respectful, trustworthy and honest.
- Encourage and support individuals to be kind to others, if you see unkind behaviour tell an adult in school.
- Be aware of each other, make sure everyone is included.
- Be forgiving to others and support them to change.

## **Behaviour in school**

### **Role of the Headteacher**

The Headteacher at Berkswell School is responsible to the governors for discipline in the school.

### **Role of Senior Leadership Team**

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

### **Role of staff**

It is the responsibility of all members of staff to help to provide a calm, stimulating and purposeful atmosphere in school. 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.

### **Role 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.

### **Role 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.

### **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.

### **Class and school rules**

Each class create their own set of class rules at the start of each academic year, in addition all pupils and staff agrees a set of rules for behaviour across the school. These rules are an integral part of every class.

## **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.

Positive behaviour is rewarded by:

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

In year 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 SEAL themes, which have the developing of self-esteem and positive relationships at its core.

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|----------|----------------------------|
| Theme 1: | New beginnings             |
| Theme 2: | Getting on and falling out |
| Theme 3: | Say no to bullying         |
| Theme 4: | Going for goals!           |
| Theme 5: | Good to be me              |
| Theme 6: | Relationships              |
| Theme 7: | Changes                    |

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.

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.

The following strategies are also used to assist in managing inappropriate behaviour.

- In heated situations, children have a quiet time to calm down before the incident is talked through and reflected upon.
- Quiet, calm, talking through.
- Group or class discussions.
- Positive supervision by all staff.
- Planned ignoring of the behaviour.
- Short periods of supervised separation.
- Temporary loss of privileges or rewards.
- Regular discussions with parents e.g. development of strategy for improvement of behaviour.
- Involvement of the class teacher, Assistant Headteacher or the Headteacher.

## **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  
Education Welfare Officer  
Social Emotional Health Team  
Governors  
Police  
Rector  
School Medical Service

Policy review date – April 2018

Agreed by governors – February 2016