



Berkswell C of E School

Behaviour Policy – September 2020

‘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.

‘Standards of behaviour are exemplary due to a learning charter which is underpinned by Christian values. Maturity and team work are encouraged through posts of responsibility such as in the school council and as worship leaders. These enable pupils to mature into confident, articulate and self-assured young people who are well mannered. Attitudes are excellent because pupils receive an inspirational curriculum which offers a rich variety of spiritual learning experiences. Together with high quality teaching, this motivates pupils to attend regularly so absence is minimal.’ SIAMS Report 2018

School Mission and Aims

As a caring Christian family, our mission is to create a happy and safe environment where everyone is valued, listened to and respected. Our lives are guided by spiritual, moral and Christian values with our faith at the heart of everything we do. We nurture individuals, enabling them to become compassionate, thoughtful and considerate. Children are helped to develop lively, enquiring minds where they are able to question and articulate their thoughts whilst valuing the opinions of others.

As an ever-evolving school we have created an innovative and inclusive curriculum, which excites and motivates all; promoting enthusiasm for learning, celebrating individuals’ needs and talents. Children acquire a wide range of skills, knowledge and understanding, resulting in exceptional progress and achievement.

We aim to ensure our children will be:

Respectful: Each child recognises their own self-worth, the worth of others and that of the environment, developing a social conscience, valuing the diverse society we live in.

Ready to learn: Each child has a strong, positive and confident attitude, which ensures are both physically and emotionally ready to learn.

Resourceful: Each child shows initiative, asks thought-provoking questions and is equipped with a variety of strategies to enable them to learn. Independence is seen as a vital skill and is developed from the beginning of their school journey.

Reflective: Each child is able to think deeply and meaningfully about their learning and about themselves as individuals.

Able to Reason: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds, which will help them to become good investigators and communicators.

Resilient: Each child believes that any barrier can be overcome and failure is seen as an important part of the learning process.

'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.

Nurture area

All children have the ability to access the nurture area, which has sensory resources including a blackout tent. This area is used when children display early signs of needing help with their emotions and behaviours. 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 CPOMS 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 CPOMS 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 on CPOMS. 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 from 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 CPOMS 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 2022

Agreed by governors – September 2020

Behaviour Policy COVID Addendum

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Expectations for pupils in school

New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs. Drew if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Children will wait with their parents at a 2m distance before drop off at the arranged entrance points

Children will leave swiftly at the end of the day with parents from their designated point.

Handwashing and sanitising procedures throughout the day will be adhered to

Children can socialise at school, including at lunch and break times with their own class members only

Staff and children will adhere to a one-way system around the school

Children will adhere to when sneezing and coughing using tissues and disposal of these in pedal bins ('catch it, bin it, kill it'), they will avoid touching their mouth, nose and eyes with hands

Children will only share equipment designated by their teachers, otherwise they will keep their equipment in their desks or separate from other children

Children will only use equipment at playtimes that has been designated to their class and will follow the rota for the Trim Trail and Adventure Playground.

Children and staff will only use their designated toilets

Each class will play separately on the playground and will not 'burst' each other's bubbles.

They will not cough or spit at or towards any other person

Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

Reinforce the new processes regularly with the children.

Children are rewarded through individual class systems e.g. raffle tickets, stickers, house points etc. for their positive actions.

Positive verbal praise by adult in the school to

However, if pupils fail to follow these rules, we will:

Give a verbal warning for the child to correct their behaviours

Internal exclusion, within school.

Call to parents to discuss behaviours

If a child accidentally breaks the rules, staff will explain the impact of their actions.

Expectations for pupils at home

Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact their class teachers if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Children/families are contactable during required teaching times

Complete work to the deadlines set by teachers

Seek help if they need it, from teachers or teaching assistants

Alert teachers if they're not able to complete work

Use proper online conduct, such as using appropriate language in messages

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

Get in touch with parents and see if there are any issues we can help them address.

Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 to 4 weeks during term time by Mrs. Drew. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

Child Protection policy

Behaviour policy

Health and safety policy

Home School Agreement

Attendance Policy