



Barlaston C.E. (VC) First School

“Let Your Light Shine” Matthew 5:16

Behaviour Policy

Our Vision Statement

Let your light shine through family, friendship and faith.

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves.

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Aims of the Policy

For all children to “Let Their Light Shine” by

- Demonstrating good behaviour at all times.
- Demonstrating the Christian value of friendship by including others in their games and using appropriate behaviour around others.
- Demonstrating the Christian values of tolerance, forgiveness, respect and compassion to others through displaying appropriate behaviour.
- Demonstrating good behaviour to support and encourage self-esteem and self-respect/ discipline.
- Demonstrating an ethos of mistakes may be made and forgiveness is needed to move forward.
- Demonstrating behaviour where all are safe, know they are valued and listened to, and individual wellbeing is key.
- Demonstrating appropriate behaviour for all to flourish in their learning.
- Demonstrating appropriate behaviour to enable school to be an enjoyable and interesting place to be.

Behaviour Rules

These rules were compiled and agreed between staff and children

- Keep hands and feet to ourselves
- Be kind and gentle
- Use kind words
- Respect people and property

To uphold these rules and to fulfil our policy aims, emphasis is on promoting good behaviour by using positive discipline strategies, whenever possible, which helps children to feel secure, valued and to flourish.

By working together, teaching staff, non-teaching staff, dinner supervisors and volunteer helpers, use a whole school approach to enhance good behaviour.

All adults working with children in school will praise good behaviour and sensible behaviour, kindness to others and general helpfulness.

We use praise to contribute to an ethos of warm, friendly acceptance, which encourages self-esteem and allows all to feel valued as God's children.

Encouragement to follow the rules

Children understand and respect the importance of following the school rules and the need for appropriate behaviour in and out of the school.

Our behaviour procedure focuses around three main themes, as follows:

- **Instructions**

When children are asked to complete a task, behave in a certain way etc these are classed as instructions. We discuss with the children that instructions are to be followed and the type of behaviour we expect. Children are always praised for good behaviour, and this is linked to being a good role model and "letting their light shine." Should a child chose not follow the instructions, they receive a warning.

- **Decision**

If a child has been given a warning about their behaviour, they are told they need to make a decision. The responsibility is placed on the child, who will be guided by adult support. They either make the decision to follow the instruction or there will be a consequence.

- **Consequence**

If the child carries on with the inappropriate behaviour, the consequence will be that they are sent to another class, for a period of five minutes. During this time, they are asked to reflect on their choice and behaviour, and upon returning to class will be given the opportunity to explain their behaviour and apologise to all concerned. It will be made clear to the child that a fresh start will then me made.

Rewards and sanctions to establish and maintain appropriate behaviour.

Rewards

- Verbal praise from adults and other pupils for good behaviour, sensible behaviour and general helpfulness.
- "Let Your Light Shine" certificates will be awarded to children who demonstrate good behaviour and follow the policy.

- “Let Your Light Shine” certificates will be awarded to children who demonstrate the Christian values linked to behaviour and friendship.
- Team points/ good behaviour class points- award given on Friday worship.
- Be given responsibility i.e. take care of others, jobs, help in reception playground.
- Weekly behaviour awards – a reward for good behaviour as viewed by the class teacher.
- Headteacher award – as and when appropriate on recommendation of an adult.
- Wristbands from dinner supervisors - to help the children view the dinner supervisors in the same way as they see teaching staff.
- Weekly achievements award- a reward for good achievement in any aspect of school life.

Sanctions

For unacceptable behaviour there will be a range of sanctions used by the teacher, support staff and dinner supervisors. The sanctions will depend on the severity of the unacceptable behaviour.

- Warning, when inappropriate behaviour has been observed, a child will be given a warning.
- Decision, once the warning has been given, the child is told they have a decision to make, they either follow the instruction or there is a consequence.
- Consequence, the consequence will be time out in another class to reflect upon their behaviour and return after five minutes for a brief discussion with their class teacher.
- If inappropriate behaviour happens at playtimes or dinnertime. The child walks around with the dinner supervisor for five minutes and behaviour is recorded in the behaviour book.
- Should there become regular inappropriate behaviour, or behaviour that follows a pattern, the child will be spoken to by the head teacher/ senior teacher, and parents will be contacted to support the child in making the correct behaviour choices.
- If three consequences or more happen in a week, the parents will be contacted for a meeting with the parents, child and head. This may result in children having to miss school trips, should we feel likely behaviour could cause safety

issues to themselves or other children on the visit. This is at the discretion of the teacher and head collaboratively.

- A behaviour modification plan with SENCO may be put in place, should this be deemed appropriate, with consultation with parents

Exclusions

Should the behaviour be continuous, and the child 's behaviour become a danger to themselves or others, the child will be excluded for a fix period of time in line with the county regulations.

Should the behaviour be so that “allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school,” (*Quote taken for SCC permanent exclusion document*). Permanent exclusion may be the result.

Recording of this Information

- Warnings and consequences in class are recorded in class.
- Warnings and consequences outside are recorded on the class behaviour sheet and handed to the teacher, which is then passed onto the head.
- All the above information is recorded, providing an opportunity to see regular inappropriate behaviour and patterns by individuals.
- Rewards are recorded weekly too, again to develop a pattern of good behaviour for each individual.

Roles and Responsibilities

Teachers/Teaching Assistants

To promote appropriate behaviour all above adults will:

- Have high expectations of good behaviour from the pupils encouraging them to let their light shine and flourish in the school environment.
- Be consistent in their dealings with pupils.
- Encourage “talking the issue through” as a way of resolving playground disputes, encouraging compassion, tolerance and forgiveness.
- Model appropriate behaviour.
- Organise equipment and pupils well to minimise disruptions.
- Establish routines.

- Write inappropriate behaviour in the behaviour book (at break times.)
- Plan lessons which offer challenge at appropriate levels.
- Celebrate all learning and allow mistakes to develop further learning.
- Provide a range of activities to stimulate and motivate pupils.
- Use circle time with their class as an opportunity to allow children to speak about problems which can worry them and explore possible solutions, boost self-confidence and self-esteem.
- Use class and collective worship to illustrate social problems and ways of dealing with them, this will reinforce, “whole school approach.”
- Use all aspects of SEAL (Social and Emotional Aspect of Learning) programme.

Roles and Responsibilities

Dinner Supervisors

To promote appropriate behaviour all above adults will:

- Work as a team, following the same procedures with the children in the same way as the class teachers do.
- Have high expectations of good behaviour from the pupils, encouraging them to let their light shine and to flourish.
- Be consistent in their dealings with pupils.
- Model appropriate behaviour.
- Organise equipment and pupils well to minimise disruptions.
- Establish routines.
- Write inappropriate behaviour in the behaviour book (at dinner times.)
- Report incidents recorded in their book to appropriate member of staff.
- Return the book at the end of each dinner play to the head.
- Provide a range of activities to stimulate and motivate pupils.
- Supervise the monitors in putting out and packing away the play equipment.

Break Times

To minimise the opportunities for inappropriate behaviour during break times;

- Use of adventure playground.
- Teachers positively encourage a child who is feeling lonely to join in with the others.
- “Wet playtime box” of comics etc is used at break times.
- Buddy Bench and Buddy Bus Stop is used by the children who have nobody to play with. Year 3 and 4 pupils volunteer to be buddy helpers. They can be identified on the playground by the caps, and children know they are there to help them.

Dinner Play

- Use of adventure playground.
- At lunchtime, there are a variety of activities for the children.
- Lunchtime supervisors put out and pack away dinner time activities, and put them away.
- Dinner supervisors positively encourage a child who is feeling lonely to join in with the others.
- A rota for football has been set up, allowing the children to access the all-weather pitch.
- Dinner supervisors record inappropriate behaviour on a class sheet and in a behaviour book, which is given to the head at the end of each dinner play.
- The head teacher will address the inappropriate behaviour enabling the class teachers to make a prompt start on their lessons.

Physical Intervention

Physical intervention will only be used by staff to prevent personal injury to the child, other children or adults, or serious damage to property.

Such incidents will be recorded and parents will be notified

Other Aspects of Behaviour and Discipline

For incidents of bullying please refer to Combating Bullying Policy.

Pupils with behaviour difficulties are catered for in our SEN's Policy.

Evaluation

Procedure

To assess the effectiveness of this policy the following standard will be used as termly means of measuring performance.

- Number of pupils sent to Headteacher.
- Number of parents contacted termly.
- Number of pupils on the SEN register for behavioural difficulties.

Policy agreed by The Governing Body Jan 2020
Policy to be next reviewed in January 2021



Mr. G. Tomblin
Chair of Governors
January 2020.