



# Behaviour Statement of Procedures

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**School Name:** Shaw CE Primary School

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As part of The White Horse Federation, Shaw CE Primary School implements TWHF Behaviour and Discipline Policy. To ensure that this is effectively implemented in our school, we have this document: it outlines the localised procedures and expectations to ensure that there is a consistent approach to behaviour management and to celebrating demonstrations of our school values (positive behaviours) and the achievements of individuals.

### Our School Vision and Behaviour

We provide a **nurturing** and **enriching** learning experience, within a safe, Christian environment, where everyone can **flourish**. We will empower all members of the school community to develop their own **creativity**, explore with **courage** and show **compassion** and **respect** to all. Together we will ensure **all** have the opportunity to **let their light shine**.

**Nurture • Enrich • Flourish**

***‘Let your light shine before others so that they see your good deeds and give glory to your Father in Heaven.’ Matthew 5:16***

Our Christian Ethos will be demonstrated through the relationships that people have with each other... between adults and children, adults and adults and children and children. All members of our school community are expected to live by our core Christian values. These underpin our procedures:

**• Compassion • Creativity • Courage • Respect**

We explore other Christian values throughout the year which all members of the school community are also expected to demonstrate. Children develop a clear understanding of these, particularly through collective worship.

Courage	Creativity	Peace
Trust	Forgiveness	Justice
Thankfulness	Friendship	Hope
Compassion	Truthfulness	Humility
Generosity	Respect & Reverence	Wisdom
Perseverance	Service	Responsibility

### Expectations – Responsibilities and Rights

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

#### **Responsibilities of Pupils:**

- To live by our school values and demonstrate them in school daily;
- To treat others with consideration and respect;

- To listen when others are speaking;
- To follow instructions from all members of staff;
- To try to sort out difficulties themselves, with support available if needed;
- To ask for help when needed;
- To do their best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

#### ***Rights of Pupils: Responsibilities of Staff:***

- To be able to learn to the best of their ability;
- To be treated with consideration and respect;
- To be listened to by adults in school;
- To know what is expected;
- To feel safe;
- To be treated fairly;
- To have educational, social, emotional and mental health needs met.

#### ***Responsibilities of Staff:***

- To live by our school values and demonstrate them in school daily;
- To create a safe and stimulating environment in which pupils can learn;
- To treat everyone with consistency and respect at all times, without regard to race, gender or ability;
- To communicate effectively with each other, children, parents and the wider community;
- To meet the educational, social, emotional and mental health needs of the children.

#### ***Rights of Staff:***

- To be treated with respect by pupils, parents and colleagues;
- To be able to teach and carry out their role to the best of their ability;
- To be listened to by others in school;
- To be clear on what is expected of them in their role;
- To feel safe;
- To be fully supported in regards to mental health and wellbeing;
- To be treated fairly.

#### ***Responsibilities of Parents:***

- To support school rules and guidelines;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their children have the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child or occurrences that may impact on their child.

#### ***Rights of Parents:***

- To know that their children are safe;

- To be sure that their children are treated fairly and with respect;
- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

### ***The role of CPOMS as a recording tool***

CPOMS is a tool that is used by all adults in the school to record instances of behaviour that breach our school policy. CPOMS is regularly reviewed for trends by the senior leadership/safeguarding team/s.

### **Rewarding Positive Behaviour and Learning Attitudes**

At Shaw CE Primary School we value appropriate behaviour and we communicate this to children through praise. Children need to feel valued, respected and safe and they need to have a sense of self-worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our procedure.

We have a whole school system of consequences for choosing to demonstrate our values and follow our school rules. This is grounded in our vision and values and is taught to the children when they start school and continues throughout their school journey.

Material rewards (such as cups, Dojo and house points, stickers and certificates) are awarded for appropriate social behaviours as well as academic effort or achievement. These link directly with our school core values. Therefore, children are praised and rewarded consistently for demonstrating of our core Christian values.

The following show the rewards that children will enjoy when they choose to follow our school rules and demonstrate our values:



### *Clarification of these rewards*

- **Moving to a value on the values board** – each class has the same system for encouraging children to demonstrate our school values. Children’s names will be moved to the relevant value being demonstrated. This cannot be taken away. The expectation is that every child’s name will be on the board at the end of each school day.
- **‘Let you light shine!’ certificate** – at least one member of each class will be awarded with this certificate each week. This is awarded for continuously demonstrating our school core Christian values – compassion, creativity, courage and respect. These children will also be invited to have hot chocolate or squash and a biscuit with Mrs Clark or another SLT.
- **‘I’ve been spotted...’ sticker** – these stickers will be awarded to children who have been spotted demonstrating our school core Christian values – compassion, creativity, courage and respect.
- **Platinum Award** – staff will nominate children who are seen to be going ‘over and above’ the minimum expectations in living out our school values. They will be photographed with the platinum crown and keep a Platinum Award card on their desk for the week.
- **House points** – when children start at Shaw, they are placed in one of our houses which are named after Wiltshire manor houses: Bowood, Longleat, Lydiard, and Wilton. Children can earn points for their house by demonstrating our school core values alongside wider values and expectations – good work, good effort, positive attitudes, kindness, showing compassion, etc. These are totalled each week by School Councillors and winners are celebrated in our Celebration Assembly.
- **Add a leaf to one of the values trees** – When a child has achieved something particularly special, they will be praised by their teacher and asked to go to see Mrs Clark/SLT. If she is not available they can go and see another member of the leadership team. The child will tell Mrs Clark why they have been sent and what value it links to. They will be given a flower to put on the relevant tree in the school corridors. This will be for exceptional achievements. Class teachers will keep a list to ensure that all children visit at least once a year. Teachers should avoid sending the same children too regularly.
- **Hot chocolate/Squash Fridays** – Mrs Clark or a member of SLT will host the ‘Let your light shine!’ children most Friday afternoons for hot chocolate and a biscuit. This is a chance to further reward the children who always demonstrate our values, try their best and are great role models through their attitude, growth mindset, etc. Children may only experience this once in the school year. Teachers will keep a record.
- **Dojo messages** – Teachers will send regular Dojo messages to share good news about a child. This might be a great piece of learning or positive attitude, excellent effort or for living out our school values.
- **Simple motivators** – Adults will notice demonstration of values and good attitude and learning and reward frequently with smiles, thumbs up, stickers, high 5s and praise.

### ***Discouraging anti-social behaviour***

For effective learning to take place a discreet insistence on high standards of behaviour needs to be established at all times. This must be consistently applied across the school by all staff members. We recognise that children achieve success in learning social behaviour at different rates. All staff must take care to ensure that children are shown respect at the same time as rejecting the bad behaviour... it is the behaviour that is rejected, not the child. Children's self-esteem can be maintained if sanctions are seen to be fair and just.

We believe that sanctions should be given sparingly and quietly so as not to humiliate a child.

Every day should be viewed as a new day and a fresh start, regardless of what has taken place the previous day.

Poor behaviour should be dealt with at the lowest possible level to achieve a positive outcome. If a child is not demonstrating our values or is making poor choices they will be given quiet warnings. Other strategies to deploy at this stage include redirection/distraction, moving to another place in the class, a time out, a quiet chat about any potential reasons for the behaviour.

If their choices do not improve following this, they will be given a values token reminding them to demonstrate this value. If the behaviour does not improve they will be given a second token at which point they will take these to show the Headteacher who will remind them about the importance of showing our values at all times. If the Headteacher is not available, the child will go to see another member of the leadership team. A note will be sent home to parents to ask them to further reinforce the importance of demonstrating our values at all times.



Courage

Creativity

Compassion

Respect

On return to class, a child should be noticed as soon as possible for showing our values which will result in them moving onto the class values board.

### ***Teaching appropriate behaviour***

Social and interpersonal behaviours must be taught like other learned behaviours such as learning to read, to write, to spell, etc. Primarily, these are taught through our PSHE programme, through clear modelling and expectation from staff, and through individual programmes with children who need them including work with our ELSA.

All staff are in agreement about expectations for children and ensure clarity and support when sharing these with children. This is important to ensure to prevent some pupils being unsure about what behaviour is appropriate, and what is not. Children who struggle with this are provided with

additional interventions as appropriate. These fundamental expectations, shown through our Core Christian Values apply to adults and children alike throughout the school community.

### ***Break Time Behaviour***

Incidents of bad behaviour at lunch or play time will be reported to the child's class teacher at the end of lunch if it is likely to have an impact on learning during the next sessions – otherwise it will be recorded on CPOMS. If children are involved in more serious incidents, a member of the senior leadership team may be contacted to deal with the behaviour so that staff members dealing with the incident will not leave the scene or the children unattended.

Children who are involved in serious or repeated cases of bad behaviour outside will miss parts of or whole lunch breaks. They will supervised in the library by a staff member.

### ***Behaviour Records***

Incidents of negative behaviour are recorded in the Behaviour Log as part of CPOMS, an online tool.

### ***Restorative Conversations***

Restorative conversations can be an important part of the process in resolving issues and tension between individuals. Children must feel like they are being listened to and heard. Adults must ensure these sessions allow both sides to share they views and feelings in a safe forum. These sessions should conclude with the adult giving an overview of how the situation has been resolved and what the next steps are. The adult will then check with each party that they are satisfied with how the situation has been resolved.