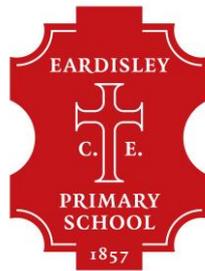


**EARDISLEY CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**BEHAVIOUR  
POLICY**

**October 2017**

*Glowing brightly, sparkling too: in all that we do our values shine through*

## **Introduction**

Eardisley Church of England Primary School has high expectations of all its pupils. We promote a Christian values-based ethos where children are courteous, polite and responsible, and so are able to learn and achieve, and thrive and flourish.

At Eardisley Church of England Primary School it is our principal aim that every member of the school community feels safe, valued and respected, and that each member is treated fairly and well. The school behaviour policy is therefore constructed to support the way in which all members of the school can live and work in a supportive and effective way.

We believe that this is the starting point for and underpinning of good behaviour, and that good behaviour is essential for effective learning. We therefore aim to enable each child to fulfil their highest level of personal achievement through encouraging, supporting and teaching good behaviour.

## **Philosophy**

Eardisley CE Primary School subscribes to the vision of the Church of England for an education that is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. Our vision for education and behaviour at Eardisley CE Primary School is likewise to help children to meet and experience 'life in all its fullness'.

We see our work as service to the whole community. Our aim is to secure transformational outcomes for our children by combining academic rigour with a rounded approach to personal development, rooted in our Christian values and world-class curriculum.

We seek to foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. We nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, including areas such as music, drama and the arts, information and other technologies, sustainable development, sport, and what one needs to understand and practise in order to be a good person.

Human dignity, the ultimate worth of each person, is central to our philosophy for education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action.

We know that at different times, some children will need additional support and guidance to meet the challenges and opportunities presented in school, and to do so in a socially acceptable way for the good of that individual child as well as for the common good of everybody in school.

In the drama of ongoing life, how we learn to approach the future is crucial. We seek to open up horizons of hope and aspiration, and guide pupils into

ways of fulfilling them. We also aim to cope wisely and compassionately when things and people go wrong, focusing on developing the dignity of the individual. Bad behaviour needs not have the last word. There are resources for healing, repair and renewal; repentance, forgiveness, truth and reconciliation are possible; and meaning, trust, generosity, compassion and hope are more fundamental than, hardheartedness and despair.

Guided by and in response to our Christian foundation it is our mission to always seek and accentuate the positive human attributes in every child. Our approach to addressing behavioural issues is therefore always first and foremost compassionate, tolerant, forgiving whilst expecting the highest standards in manners, comportment and attitudes. We strive to help and guide every child to be the best they can be,

This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognized in practice.

Our mission is permeated through our school values system and in particular through our key values of friendship, joy and determination.

## **Aims**

We aim to:

- Create a safe, secure and values-based ethos and environment that encourages and reinforces good behaviour.
- Encourage children to have high expectations of their own behaviour.
- Encourage increasing independence and self-discipline so that each child learns to take responsibility for their own behaviour.
- Promote consistent responses to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships and respect for others.
- Make boundaries of acceptable behaviour clear and ensure safety.
- Prevent bullying of any kind.
- Encourage the involvement of both home and school in the implementation of this policy.

It is important that all adults in the school take responsibility to ensure the promotion of positive behaviour and to act appropriately when misbehavior is noticed. Equally, we expect adults to notice any behaviours which may signal that there is a safeguarding or other issue, including possible radicalization, and to act according to our Safeguarding Policy. To ensure that this happens we regularly monitor the actions we have taken, so that we can make a judgment about how effective these actions have been.

## Principles

- We aim to promote good behaviour based on Christian values that are promoted through acts of worship, all lessons and all aspects of school life.
- Children are encouraged and taught how to behave appropriately at all times, both in and outside the classroom, and in and beyond the school building.
- Children are given opportunities to develop good manners and self-command in a range of situations and environments through a vibrant curriculum and through positive reinforcement.
- Children are aware of the importance of positive learning behaviours and their responsibility to work hard. They have ownership of our key values for learning: *determination, focus, engagement and self-belief*, which are discussed and explicitly referred to throughout the school week.

## A Whole School Approach:

Children are taught about acceptable standards and expectations of behaviour through:

- The Eardisley CE Primary School Charter
- Class Codes of Conduct
- Christian Values-based assemblies
- Personal, Social and Health Education
- Circle Time
- Philosophy for Children
- Reflection time
- Values for learning permeate all learning and teaching.

Children are involved in understanding and managing good behaviour. They have created our School Charter based on Christian values:

At Eardisley CE Primary School we value:

Ourselves  
Each other  
The world  
God

Through principled focus on the chosen School Values of friendship, determination and joy to help us live and learn. The children have developed the saying: *"In all that we do, our values shine through."*

These values are inspired by these well-known Bible sayings:

**Friendship:** *Treat others as you would like to be treated.* (Luke 6:31)

**Joy:** *Love one another as I have loved you... that my joy might remain in you, and that your joy might be full.* (John 15:12)

**Determination:** *"Let us not grow weary of doing good, for in due season we will reap, if we do not give up."* (Galatians 6:9)

## **Children's Responsibilities:**

- To show good manners.
- To follow the instructions of staff.
- To co-operate with other children and adults.
- To take responsibility for their behaviour towards one another and to behave in a way that will help them and their peers to learn.
- To take care of people's feelings.
- To treat everyone with respect.
- To take care of property and the environment, in and out of school.

## **Staff Responsibilities:**

At Eardisley CE Primary School all staff employ a positive approach to behaviour management. They:

- Model appropriate behaviour at all times
- Are calm, consistent, fair and patient
- Frame all interactions in a positive light.
- Use individual praise to encourage the whole class.
- Expect the best behaviour rather than anticipating the worst.
- See the completion of targets as a chance to reward.
- Act with compassion, value all children and each other.
- Model the use of ethical values-based language that encourages children to explore and understand the meaning of values.
- Only disapprove of poor choices in behaviour and not of the child.
- Speak calmly and avoid shouting.
- Encourage children to take on positions of responsibility, such as being members of the School Council, helping out with lunchtime duties, and being Buddies, Assembly or Eco monitors.

## **Parent/Carer Responsibilities**

We encourage and foster positive relationships between school and home and parents strongly support good behaviour by:

- Making children aware of appropriate behavior in all situations.
- Encouraging independence and self-discipline.
- Encouraging application and good attitudes to learning.
- Fostering good and pro-active relationships with the school.
- Alerting the school to any concerns.

## **Rewards and Sanctions**

### *Rewards*

At Eardisley CE Primary School there is a consistent approach to rewards and sanctions through using the concept of the class Rocket. This defines what good and great behaviour looks like, along with clear expressions of unacceptable behaviour.

Praise, encouragement and rewards are used as widely as possible within an ethos of valuing and respect. Rewards include:

- Being invited to carry out enjoyable activities, such as ringing the school bell, blowing out the assembly candle or giving out the fruit.
- Being invited to be a Buddy to the younger children and/or taking on a position of responsibility such as being a Sports Captain.
- Earning 'House Points' for good behaviour, work and any other positive contribution to school life. The winning house is praised in assembly at the end of each week.
- Receiving 'Wow' vouchers, stickers or other rewards for good behaviour.
- Being presented with a personal Merit Certificate in the Celebration Assembly.
- A Values Certificate is presented to children who have exemplified the Value of the Month through their own behaviour.
- Good behaviour is shared with parents and carers as much as possible through verbal reports, emails or letters home.

## **Sanctions**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Sanctions may be applied where non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours. Teachers have the right to carry out a search of pupils and/or confiscate pupils' property if this is felt to be appropriate.

At Eardisley CE Primary School, when behaviour is unacceptable or work is not of a standard commensurate with the child's known ability, then one or more of the following sanctions may be used, initially by the class teacher:

- Being moved down on the Class Rocket.
- Removal of free time – staying in at playtime.
- Working in an isolated position for a while.
- Working in another teacher's classroom.
- Being sent to the headteacher to explain and make amends for actions.
- Meeting with parents.
- Home-school diary to monitor behaviour, with appropriate rewards and sanctions attached.

Wherever possible, children are encouraged and supported to make amends for poor behaviour, for example by writing a letter of apology, accompanied by a verbal apology, or doing a job that will help the other person or the school. This encourages children to develop self-responsibility and a social conscience.

## **Exclusions**

As a final resort, or for a very serious misdeed, the Headteacher has the right to exclude a child from school. The Headteacher has the right to exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. Parents can appeal against the decision to the governing body. The school will advise parents on how to make any such appeal

The Headteacher will inform the governors and Local Authority about any permanent exclusion, and any fixed term exclusions beyond five days in any one term. The Governing Body discipline committee considers any exclusion appeals on behalf of the governors.

The school takes very seriously any allegations made against staff and would take disciplinary action against any pupil found to have made malicious accusations.

See EPS Exclusions Policy.

## **Pupil Support Systems**

The Christian Values-based culture and ethos of the school provides a strong framework of support to each and every child. Positive behaviour is reinforced at every turn.

It is understood that some children will need greater support to achieve acceptable behaviour. Children with these additional needs are given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Significant instances of concerning behaviour are discussed with all staff at the weekly staff meeting. Children who display continued difficulties in achieving good behaviour may be placed on the school's Special Educational Needs register. As appropriate, children may have:

- Behaviour Charts, which carry rewards and incentives for positive behaviour and which are shared with parents or carers so that there is joint support.
- A one-to-one Teaching Assistant appointed to support and develop behaviour.
- Support from the Local Authority's Behaviour Support team and/or other appropriate support services.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

### **Liaison with parents and other agencies**

The Headteacher and staff embrace a positive and pro-active approach to liaison with parents and multi-agencies. We work together with parents to ensure that children's needs are being met. Where there are behaviour concerns, staff liaise with parents on a regular basis in order to work together to improve things for the child as quickly as possible.

The school works with a wide range of other agencies as appropriate in order to support children.

Other agencies include:

- The Local Authority Behaviour Support Team
- The Educational Psychology Service
- The Local Authority Additional Needs Service
- The Brookfield School (Behaviour Outreach)
- Westfield School (Behaviour Outreach)
- Blackmarston School (Behaviour Outreach)

## **Managing pupil transition**

All records kept on children are shared with the receiving school in line with our Record Management policy. Discussions are held with staff as appropriate.

## **Power to use Reasonable Force**

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (refer to '*Use of Reasonable Force – advice for school leaders, staff and governing bodies*').

## **Staff development and support**

Staff at Eardisley CE Primary School work within a strong and mutually supportive values-based ethos. Significant instances of concerning behaviour are discussed with all staff at the weekly staff meeting, and supporting strategies are shared.

The SENCO and Headteacher take an active role in helping to manage and provide appropriate support to ensure that individual and class needs are met as swiftly as possible.

Staff training is organised to meet needs on an individual and whole school basis. The SENCO is a member of the local SENCO network.

## **Equal Opportunities**

This policy acknowledges the school's legal duties under the *Equality Act 2010* and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race or ability.

## **Monitoring and Evaluation**

This policy is monitored on a regular basis through analysis of school culture and ethos, Behaviour records and exclusion figures, which are all reported in the half-termly Headteacher's Report to Governors.

The Headteacher, staff and the Governing Body hope that the caring, values-based ethos within the school will foster caring and respectful behaviour.

## **Expectations**

This policy is written in accordance with BEHAVIOUR AND DISCIPLINE IN SCHOOLS: A Guide for Head Teachers and School Staff Ref. No. DFE-00058-2011, *July 2011* and acknowledges the school's legal duties under the *Equality Act 2010* and in respect of pupils with SEN.

This policy should be read in conjunction with the following policies and guidelines:

- Aims of the School
- EPS Absconding Policy
- EPS Anti-Bullying Policy
- EPS Disability Policy
- EPS Equal Opportunities Policy
- EPS Exclusions Policy
- EPS Restraint Policy
- EPS Safeguarding Policy
- EPS Special Educational Needs Policy
- EPS Policy for Supporting Pupils Who have Experienced Significant Relational Traumas and Loss

With adherence to the following documentation:

- *BEHAVIOUR AND DISCIPLINE IN SCHOOLS: A Guide for Head Teachers and School Staff Ref. No. DFE-00058-2011, July 2011*
- *Equality Act 2010.*
- *DFE Digital Strategy 2011*
- *Keeping Children Safe in Education, 2015*
- *DFE Protecting children from radicalisation: the prevent duty, July 2015*