



Everyone **S**miles **H**ere.
Esh Church of England (Aided) Primary School

Behaviour Policy

September 2019



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

Rationale

We believe that every member of our school community should feel valued, respected and treated as an individual. At Esh C E (Aided) Primary School we expect children to display high standards of behaviour and treat other people as they would wish to be treated themselves. Our school behaviour policy is designed to support the way in which all members of our community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard-working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school.
- recognising and praising the many positive qualities our children can show.
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes.
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Through the implementation of this policy we aim to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of our school community.

Aims and Objectives.

Every child and adult in school should endeavour to:-

- Live, work and grow throughout their life, harmoniously in society
- To respect and value each person's individuality, to enjoy, share and appreciate similarities and differences
- To develop personal qualities such as consideration, empathy, tolerance, adaptability, co-operation and the ability to reason logically
- To go through life enjoying the process of learning more about themselves by learning more about others.

These are achieved by:-

- Modifying behaviour through praise, the reward of positive behaviour and the teaching of the principles of Christianity
- Providing a school ethos which is one of friendly care, supportive, trusting, well resourced in a pleasant environment which enables the needs of every child to be met sensitively
- Consciously acting as role models, insisting on high standards of behaviour, appearance and respect for each other
- Working closely with children and parents to form effective partnerships
- Have a code of behaviour that is clearly understood, consistently and fairly applied and shown to be reasonable, sensitive and effective.
- Have a merit system operating throughout the school.
- Encouraging children to take responsibility for their own actions.
- Offering a broad, balanced, varied, exciting and stimulating curriculum using inspiring and motivating teaching methods and full involvement of experience success.
- Developing a pupil's self-esteem through achievement and acknowledgement of those achievements
- Developing and reinforcing links with all areas of the community regardless of ability, age, gender, race or religion
- Working with outside agencies where necessary.
- Displaying of 'school rules' in each classroom and around the building to reinforce application and remind children of expectations

Where the policy applies

The principles of the policy and guide-lines apply to all school activities. Consistent standards of good behaviour are expected in all school activities, including Breakfast and Tea Club.

Rewards and Sanctions

We encourage staff to give praise as opportunities arise throughout the school day when they observe good or improved behaviour. Rewards are offered for behaviour as well as for academic and non-academic achievements. Our reward system includes:

- Praise via a smile or kind word
- Pupil sent to another teacher or Head teacher/Deputy Head Teacher for praise
- Public word of praise in class or assembly
- Star of the week given in celebration worship
- Star Subject-specific award in celebration worship
- House award points
- Pupil award cards, certificates and badges
- Messages home to parents
- Awards from other members of staff such as 'lunchtime awards for manners'

To encourage pupils to follow the rules we operate a traffic light system of rewards and sanctions in the classroom as follows:



Behaviour Traffic Lights

Pupils will move their personal photograph up and down the traffic lights throughout the day according to behaviour.

Ready to Learn

Every child will have their photograph placed on the green zone at the start of the school day showing they are ready.

Brilliant

The child will receive two stamps in their pupil award card.

Great Job

The child will receive a stamp in their pupil award card.

Take Care

A child will move to yellow card after they have failed to respond positively to a warning for breaking a school rule and repeated the action. If they respond positively they can move back to the green zone. In Reception/Year 1 the children receive two chances.

Red Card

A child will receive a red card if they fail to respond to their yellow card warning and repeat the action. Pupils can receive this card immediately for fighting, putting themselves or another child in danger, swearing or for not following a reasonable instruction from an adult.

Receiving a Red Card Sanction

If a child receives a red card sanction, we consider this is a serious matter as they have consistently or significantly broken a school rule(s). When the red card is given they will be asked to take it to the Head teacher or Deputy Head teacher and explain their actions, which will also be confirmed with the adult who gave the sanction. This will also mean they are being removed from the situation which had caused the incident(s) to have time out. The Head teacher and Deputy Head teacher will then decide how long this time out will last which will depend upon severity of the situation.

A letter will be sent home, that day, with the child who received the red card which will explain why it was imposed. We would ask parents for their support in then encouraging their child to improve their behaviour in school.

Further problems may result in parents being invited into school to discuss the next steps. Where necessary the advice of external support services will be obtained. These may include the Educational Psychologist, agencies to help with specific learning difficulties etc.

In extreme circumstances, the school reserves the right to exclude pupils. In such cases, the county guidelines are followed.

Where it is deemed unavoidable, we reserve the right to search a pupil's possessions. This will be carried out with the pupil concerned and with two adults present.

School Teams

All pupils in school will be allocated into a school team. Pupils will record any team points (for good work, effort and behaviour) they earn towards their teams overall total. Additional points can be earned through participation in Team Challenge events.

The role of parents

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. We have an open door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to gather their views.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Head teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The role of governors.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Staff Development.

All staff and, where applicable, governors are actively encouraged to attend training. Every member of the staff holds at least the 'Introduction to Child Protection' qualification.

Review.

This policy will be reviewed on a regular basis by the governing body. The Christian ethos and its guidance are essential aspects of our school life and their influence will always be of paramount importance.

Date of Implementation: September 2019

Date of Review: September 2020

Signed Headteacher:

Signed Chair of Governors: