



## Aims

The school's Behaviour Policy is aimed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. In addition, this policy aims to:

- Develop within each child a respect for themselves, for others and for property through raising self-esteem and developing a pride, respect and enthusiasm for all aspects of school life.
- Develop a sense of responsibility in each child about all aspects of their own behaviour.
- Provide positive adult role models of caring, considerate and co-operative behaviour.

## Mission Statement

All Saints CE First School is a Christian Community where we are committed to 'Learning & Loving together for life, with Jesus'.

We believe that we must strive to develop to the optimum, the potential of every child, having regard to the development of the whole person. We do this by working together to promote the Christian ethos of our school and preparing the children for lifelong learning.

## School Ethos

Our school ethos is based on agreed Christian values: *Thankfulness, Peace, Service, Forgiveness, Trust, Wisdom, Creation, Koinonia (Communication), Compassion, Justice, Endurance and Friendship*. These values underpin the school's Behaviour Policy.

Based on these values, children are involved in agreeing rules for their class and around the school each year. Our Christian values and agreed rules are displayed in each class.

All stakeholders, staff, parents and governors; have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasize the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

**Rational**

The school intends to create and maintain a happy atmosphere conducive to effective teaching and learning. The school must challenge the unacceptable behaviour, not the child, to support the development of responsible young people. The policy reflects the school's mission statement and general aims.

**The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and equally as importantly as a signal that the children's efforts are valued and that progress matters.

**Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays are developed to promote self-esteem by valuing every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work and effort.

**Rules**

Rules are kept to a minimum and are designed to be very clear to the children how they can achieve acceptable standards of behaviour.

Rules should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;

- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:-

- House points and certificates
- Star of the Week

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents as these are crucial to promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in

response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Links to Other Policies and Guidance**

The school has also adopted the following policies and guidance to support planned and unplanned interventions with pupils to manage any challenging situations which may arise.

Staffordshire County Council Policy on Restrictive Physical Intervention (HR119)

Staffordshire County Council Health & Safety Guidance (G16)

Department Of Education Use of Reasonable Force July 2013