

# BEHAVIOUR Policy



Created: Spring 2017

Agreed by Governing Body:

Review Date: Spring 2019

Written by: Ms J Brown (Headteacher)

## Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

## Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential; living up to our motto - **“The best that I can be”**.

In line with our distinctive Christian ethos, the school expects every member of the school community to behave in a considerate way towards others.

“Do for others what you want them to do for you:”. (Matthew 7, V12 )

## Rationale

Deal Parochial champions the right for everyone to learn and work in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from others.

### The principles of our school behaviour policy:

- To raise self esteem
- To promote/develop integrity, empathy and respect for self and others
- To develop a sense of self discipline and an acceptance of responsibility for our own actions
- To value the school and its routines
- To acknowledge that the maintaining of good behaviour is a shared responsibility
- To ensure that positive behaviour is always recognised
- To inspire confidence in the right to be treated consistently and fairly
- To develop a positive, proactive approach to behaviour management
- To ensure the rights and responsibilities of all members of the school community

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in acts of collective worship and through the modelling of good social behaviour from all adults and children within the school community.

## **Class Rules**

We expect everyone who enters Deal Parochial to act as a role model for positive behaviour. Everyone is responsible for their own actions and is encouraged to think carefully about his/her actions and the consequences of these.

Classes are actively encouraged to discuss a set of rules that they will follow from day to day.

Within the school we have implemented the **Community of Enquiry**. This is a code of conduct that sets out how everyone will share their ideas in class:

- Listen with care
- Take time to think
- It's alright to change your mind
- Value what other people say
- Let others have a turn
- Give examples and justifications
- Be brave

Underpinning this policy is Deal Parochial's Christian Values. These have been democratically voted by our community. We uphold our Christian values during our collective worship, where pupils have the opportunity to reflect on their actions, choices of behaviour towards each other, their conduct through making links with stories from the Bible and other religions. The values are:

**Kindness, Trust, Friendship, Respect, Courage, Forgiveness.**

**These are celebrated through sharing our ideas and behaviours.**

## **Playground Rules:**

- Keep to play areas and pitches agreed, and behave in these appropriately at all times
- Keep your hands and feet to yourself
- Be helpful, kind, polite and try to keep peace between all
- Respect other people's games and personal space
- Use the equipment responsibly and appropriately
- Always talk with a calm voice
- Do as you are asked by the adults on duty or other playground leaders
- Only return to the classroom if you have permission and a member of staff is present

## **Good behaviour.**

The following is an agreed list of means by which the staff will promote good behaviour and discourage inappropriate behaviour.

- Children are expected to behave to a high standard so that they are willing and ready to learn.
- Staff should endeavour to recognise and praise such behaviours as much as possible.
- As well as the normal vocabulary of praise and encouragement that teachers should use daily, there are formal rewards across the school.

## **Rewards**

**Merit Cards:** Each child in each coloured house has a Merit Card. Merits are given for excellent work that demonstrates that pupils have tried to be 'The Best That I Can Be'. The children collect Merits individually and their efforts are rewarded on a progressive system. Their points are also included in a total for all the children in a coloured house. The winning house each week will be announced in Friday's Share and Praise assembly. Pupils completing Merit Cards 3, 6, 9, 12, 15 and 18 will be awarded with a certificate, badge or prize that is presented in the first Share and Praise assembly of each term. Children's parents will be invited to these assemblies.

**Parochial Pounds:** These are awarded for good behaviour and attitude to work and are collected on a weekly basis. During Friday's Share and Praise assembly a child is drawn at random from Key Stage 1 and Key Stage 2 and a small prize is awarded. All children who receive Parochial Pounds are congratulated during this assembly.

**Headteacher's Cups:** These are awarded at the end of each term in the Share and Praise assembly. One child from each year group whose behaviour, attitude and class work have been exemplary is chosen to be the recipient and the child gets to keep the cup for the whole term.

**Pupil of the Week:** Every week, two children are chosen from each year group to be the Pupil of the Week. This is celebrated in the Share and Praise assembly. They are chosen for exemplifying the motto 'The Best That I Can Be'. Teachers write a certificate with the reasons outlined for the good behaviour. This is linked to our school Characteristics of Learning, taken from the Teaching and Learning policy 2016.

The Learning values are:

# Creativity, Collaboration, Independence and Spirituality.

## Sanctions

When children misbehave they will initially be reminded of the rules. If their behaviour continues the teacher will use a stepped system of reminder.

Every class has a visual display, with all children's names starting each day on Green for good.

Depending on the year group, teachers use this as a motivational prompt for instant verbal praise, or alternatively as a warning.

Children can move their names up the ladder of verbal praise or down the ladder, or displeasure at a certain behaviour.

Our teachers have devised a system within their classroom based on these principles; appropriate sanctions will be given for those who choose to disobey the rules.

In more serious incidents the member of staff will use their professional judgment and refer the incident to a member of the Senior Leadership Team.

Children will lose a set amount of time from their break sitting in the SLT office, as reflection time. In the most severe of cases the incident will be referred to the Headteacher or member of the Senior Leadership Team who is acting on their behalf. The pupil will be required to talk with the head teacher and account for their inappropriate choices and apologise to whoever they have offended.

ABC sheets should be filled in so that behaviour can be tracked. Parents may be contacted when necessary.

All behaviour must be considered within the context of the individual and situation and reasonable adjustments made to the expectations placed upon them. We hope that everyone will learn to understand that the context in which the behaviour occurs is as important as the behaviour itself and that there will be times where sanctions given may be different. We endeavour to treat everyone fairly and any sanctions must be considered in line with the duties as outlined in the Disability Discrimination Act 2006.

**Peer Mediation and Mentoring** – Some children from Year Five and Year Six children are selected and trained to mediate and mentor children in finding ways to resolve any disputes or problems they encounter.

## MENDing Conversations;

This is a strategy staff promote that enables children to problem solve and reflect on their own conduct towards their peers and also enables some simple mediation between pupils.

The system gives children time to talk to each other using the structured approach.

1. What has happened?
2. What did you want to happen?
3. How has this upset them?
4. How has this upset you?
5. What could you do to fix this?

**M**ediating **E**nds **N**egative **D**isagreements

## **Time out**

The purpose of time out is to allow the children time to calm down and think rationally about the way they have behaved and how this has affected others. The children will always be placed in an area where other children cannot aggravate them. Whilst in the time out area they may have help to reflect on what has happened and how this can be avoided in future.

## **Exclusions and Managed Moves**

Any exclusions or managed moves will be made in line with the Kent guidelines and the LCSP Managed Moves Principles.

## **Procedures for providing children with opportunities to discuss appropriate behaviour**

- \_ The Community of Enquiry – Code Of Conduct
- \_ The agreement of a set of rules by each class at the beginning of the autumn term
- \_ A programme of religious education which includes ethical issues and focuses on promoting Christian Values (see RE policy)
- \_ A programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility, including S.E.A.L. (see PSHE policy)
- \_ Circle time – an opportunity for open discussion held in class groups at regular intervals
- \_ Peer Mediation and mentoring
- \_ Conferencing with a senior member of staff

## **Liaising with Parents**

Parents will be kept informed about their child's behaviour. Parents will be contacted when there have been serious incidents of poor behaviour which result in injury to others or damage to property. Parents will also be contacted when it is felt that a child is behaving inappropriately with some regularity. A rule of thumb will be that if there have been 3 ABC sheets filled out about a child, then the Headteacher will contact the parent to discuss their child's behaviour. At times when behaviour has to be monitored on a regular basis a 'home/school contact' book may be started. This communication can help the school to identify 'triggers' for inappropriate behaviour or at least understand the context in which the behaviour is happening. In more severe cases a Pastoral Support Plan (PSP) will be implemented. This helps to establish targets between the family, school and the individual.

## **Outside Agencies**

Any worries about any pupil should be discussed, in the first instance, with the class teacher. The class teacher will refer to the Special Needs Co coordinator (SENCO), Senior Leaders and maybe with the visiting cluster link person/Specialist Teaching Service (STS) teacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Headteacher, or as the result of discussion at a school based review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Parents' written permission is required before any child can be referred for Partnership Based Review.

There are some behaviours that may give rise for concern about the child's well being .

Parents will be consulted about these concerns . The inclusion manager / SENCO is responsible for carrying our external referrals.

It may be helpful to refer to the **Early Help Support** agency that supports families and schools in a variety of ways. This referral can only be made with the written consent of the parents / carers.

## **Other emotional and behavioural strategies and support that is available at Deal Parochial C.E.P School.**

- Adapted timetable, areas to play, class seating, screen to block out distractions, concentration aids, time out with a quiet work station.
- Small group or 1-1 teaching assistant support.
- Personalise behaviour charts.
- Home / school contact books.
- Increased supervision.

- Draw and Talk – in school led sessions with a trained TA.
- Lego Therapy - in school led sessions with a trained TA
- Circle Time – this can be whole class, once a week time tabled, with additional small group circle time
- Social skills small group work – tailor made to meet issues and concerns.
- Councilling 1-1 - CHATS services. This is bought in from a service provider on arrangement with parents / carers.
- Play therapy - This is bought in from a service provider on arrangement with parents / carers.

## **Deal Parochial C.E.P School SENCO / INCLUSION Manager – Mrs M Hogben.**

### **Monitoring**

In light of this policy the Senior Leadership Team will continually monitor the behaviour throughout the school. After twelve months the effects of this policy will be evaluated.

Agreed changes to this policy will then be incorporated as necessary.

***Published on the school website***

**Appendix:** ABC sheet (see following page)

# A.B.C. record of behaviour



Child's name:
Class:
Date:
Time:
Place:

<b>A</b> ntecedent <i>What led up to the incident? (e.g. child A and child B were playing a chasing game)</i>	<b>B</b> ehaviour <i>What happened? (e.g. child A grabbed hold of child B's coat and child B punched child A in the face)</i>	<b>C</b> onsequence <i>What happened as a consequence of this behaviour? (e.g. child B's coat was torn and child A had a nose bleed)</i>

<b>Witnesses:</b>
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<b>Action taken:</b>
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Reported by: \_\_\_\_\_