



Our Christian Values

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each one of us

We are all unique children of God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

BEHAVIOUR POLICY

This policy needs to be read in conjunction with Use of Force Policy July 2013

This policy complies with Section 89 of the Education & Inspections Act 2006

Definition

The Governors and staff believe that good behaviour is necessary for effective learning & teaching to take place and hence we will seek to create an environment in the school that encourages and reinforces good behaviour. We also believe that society expects good behaviour as an important outcome of the educational process.

Aims

- To promote a positive ethos and climate in the school.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school 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
- Emphasise 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.

All staff within the school are responsible for dealing with incidents in and around the school. All staff must carry out this policy consistently in order for children to respond positively. If in doubt they can refer to the Headteacher or the Assistant Head. For classroom based queries or issues raised we will endeavor to get back to parents within 3 working days.

All staff within the school are authorised by the headteacher to search for some items for example: to search for stolen property and banned items (as laid out in the DfE guidance 2011 Screening and Searching and Confiscation document – Advice for headteachers, staff and governing bodies). Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher will decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspects a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England (school trips in England only).

Role of the Headteacher/Deputy Headteacher

It is the responsibility of the Headteacher/Assistant Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher/Assistant Headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing this policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher/Assistant Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour or endangerment. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. If a child is deemed to be vulnerable to exclusions the school will aim to bring in agencies within a reasonable time frame in order to try alternative interventions.

Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to cooperate 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.

If the school has to use reasonable sanctions to punish a child it is essential that parents should support the actions of the school. Unless a clear cut Child Protection issue, it is requested that parents meet with their child's class teacher in the first instance. Class teachers are consistently managing relationships within the class; have first hand knowledge of the children and events of the day therefore they have more immediate information that may enable them to deal with situations more promptly, without delay. If the concern remains, they should contact the Headteacher and then the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

All staff at this school aim to be helpful and supportive with the best interests of the child at the forefront of everything we do. Staff should therefore be treated with respect at all times. Rude and aggressive behavior when talking to any member of staff is inappropriate and not conducive to any attempts to understand and in turn resolve a situation whether in person, over the

telephone or electronic communication. Violent, threatening or abusive behavior, including verbal, will not be tolerated. Repeated acts of inappropriate behaviour may result in a ban from the school site.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The governors should follow the normal grievance procedure in cases of complaint.

The Curriculum & Learning.

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of the individual child, the active involvement of children 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 the 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 as a signal that the children's efforts are valued and that progress matters. Daily Worship time is valuable in strengthening the behaviour of pupils in the school as relevant topics can be dealt with during this time. A PSHE programme is fully implemented in the school's curriculum, including resilience. On-line safety is delivered through a curriculum produced by children and is embedded during lessons generally.

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 the teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organized to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Rules & Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures at Burham School will:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do.
- Give clear choice and consequence options
- 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 as a whole has responsibilities towards good behaviour.

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 and to individuals or groups. It is earned by the maintenance of good standards as well as particularly noteworthy achievements. Recognition of the following rewards are presented publicly during celebration worship which happens on a weekly basis:

- House points
- Good work
- Something Special
- Tidy Classes
- Tidy Cloakroom
- (Treat Time)
- (Star Booklets)
- Certificates
- Commendations
- Behaviour Certificates
- Child 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. In an environment where respect is central, loss of respect, or disapproval is a powerful punishment. This is how we deal with poor behaviour:

- Loss of playtimes/lunchtimes
- Loss of privileges
- Staying in - detention type - quiet thinking time
- Disruption - 2 warnings; 3 instant removal from class to work with TA or sent to Headteacher and then re-integrated, if it carries on removed from class and parents informed. If disruption is persistent over a period of more than ½ hour and time out strategies refused then parents asked to come and get the child and fixed term exclusion is put in place.

The use of punishment should be characterized by certain features:

- It must be clear why the sanctions have been applied
- It must be made clear what changes in behaviour are required to avoid further punishment.
- Group punishment should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- The behaviour rules are displayed and referred to in every class.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. If children refuse to respond then they must be referred to the Headteacher who will inform parents and as a last resort the governors will exclude children from the school. Reasons for exclusions would be:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behavior against a pupil
- Verbal abuse/threatening behavior against an adult
- Bullying
- Racist abuse
- Sexual misconduct
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- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

Communication with Parents

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in 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 steps which are being taken in response. 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. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given 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. If parents raise concerns over other children's use of social media, including cyberbullying and inappropriate use of images the school will endeavor to work with parents to resolve issues.

School Rules

The following School Rules were agreed by pupils during Term 1 in 2011:

1. No running
2. Be kind and respect other people
3. Do not tip on your chair
4. Respect school property
5. Respect everyone

Policy Reviewed July 2009

Policy Reviewed April 2011

Policy updated September 2011

Policy reviewed October 2011

Updated June 2013

Reviewed July 2014

Reviewed October 2014

Reviewed April 2015

Reviewed February 2016

Updated March 2017

Updated September 2017

September 2018