

YARDLEY GOBION CE
PRIMARY SCHOOL

Behaviour
Policy

"Using the talents God gave us to achieve and shine"

God's voice thunders in marvellous ways;

He does great things beyond our understanding.

Job 37: 5



YARDLEY GOBION CE PRIMARY SCHOOL BEHAVIOUR POLICY

POLICY TITLE:	Behaviour Policy
----------------------	-------------------------

POLICY OWNERSHIP:	
School	Head Teacher
Governors	Full Governing Body

POLICY IMPLEMENTATION DATE:	September 2019
POLICY REVIEW DATE:	September 2021

POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

Version	Date	Author	Amendment	Approval / Adoption
1	14/07/19	V. Griffiths	NEW Policy	19/09/19

IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of update training.

REFERENCES/LINKS/CONSULTATION

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

Our Vision Statement

"Using the talents God gave us to achieve and shine"

To inspire individuals, through our Christian values, to use their skills to succeed academically, artistically, physically, socially and emotionally.

God's voice thunders in marvellous ways; He does great things beyond our understanding. Job 37: 5

Introduction

It is a primary aim of Yardley Gobion CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. Yardley Gobion Church of England Primary School's behaviour policy is informed by Christian Values that underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teachings of God and Jesus Christ. Central to the behaviour policy in our church school are these words from Galatians 5:22-23

"Gods spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle and self-controlled. There is no law against behaving in any of these ways"

Known as '**Our Golden Rule**', this teaching enhances our set of concise school rules that we expect the children to reflect on alongside our Christian values of Thankfulness, Peace, Friendship, Forgiveness, Wisdom, Love, Generosity, Humility, Hope, Perseverance, Service and Courage.

Our rules are;

- ♥ We are kind ♥ We listen ♥ We work hard and do our best ♥ We are respectful of ourselves, others and property ♥ We are honest

Aims

The aims of our Behaviour Policy are to:

(Values in bold type)

- foster a positive and compassionate environment in which all children can have the **courage** and **wisdom** to "achieve and shine",
- develop relationships, including **friendships**, based on **love**, **thankfulness**, **generosity**, **service** and **trust** between all members of the school community, including parents and members of the Governing Body,

YARDLEY GOBION CE PRIMARY SCHOOL BEHAVIOUR POLICY

- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- give children the confidence that issues relating to behaviour will be referred back to the Golden Rule and the school's Christian values.

As a direct consequence of the Behaviour Policy:

Pupils will:

- build strong relationships through **perseverance**, **hope** and **humility**
- experience what it means to live as a member of an open, **generous** and **forgiving** community,
- benefit from a **peaceful** space which is a calm and secure learning environment.
- be fully involved in regular reviews of the Behaviour Policy (through Circle time, PSHE lessons and the Pupil Learning Council).

Teachers will:

- model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children,
- be able to convey clearly and with confidence expectations of behaviour,
- benefit from a calm and secure environment in which to teach effectively,
- build positive relationships with parents and the whole school community,
- develop personally and professionally.

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy,
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rule and the school's values,
- be confident that their child is developing personally, socially and academically,
- be offered opportunities to explore further the school's values at home
- feel welcome in school to discuss their child's progress in a positive atmosphere.

Governors' Responsibilities

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 head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

Governors must:

- support the implementation of the behaviour policy in school,
- monitor the behaviour and discipline in school through the Curriculum Committee.

Response to Good Behaviour

Praise and positive comments are given readily. Class and supply teachers, lunchtime supervisors and support teachers are all encouraged to comment on good behaviour using the 'values language', in order that children understand what the values look like in practice. Stickers may be issued and other prizes given for modelling excellent behaviour for learning. (For example Reading Miles rewards). Those who complete all of their homework will be entered into regular raffle draws to reward their efforts.

Team points are given out by all members of staff, for good effort, excellent work, exemplary behaviour, or for demonstrating our school and Christian Values. Running totals for each of the four houses are announced in the Celebration Worship.

Work that demonstrates that pupils have tried their best will be celebrated in the **Hall of Fame Book**. Work will be shared with the whole school community.

Every Friday morning a **Celebration Worship** is held in school, during which the children are rewarded for good behaviour, positive attitudes, progress in learning and attainment. The children, who are to be celebrated, have their invited to attend the Friday worship

Termly the Head Teacher will celebrate children who model the values through their behaviour by sending out **celebration postcards**.

Children will be rewarded at the end of each long term with a treat event, if they have followed the school rules through their social and academic actions.

Response to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard around school, adults will:

- use the **Golden Rule** as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy;
- ensure that the child understands why his/her behaviour is not appropriate;
- seek to avoid confrontation and demonstrate **wisdom** through active listening and **forgiveness** where there is an acknowledgement of wrong doing;
- establish the facts and reserve initial judgement;
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups;
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable;
- if necessary, removal of privileges will be used as the principal sanction;
- use punishments sparingly. When dealing with behaviour that falls below the expected standard within the classroom, teachers will:
- deal with classroom problems, whenever possible, within the classroom;

- require unacceptable work to be repeated;
- expect a child to make up for wasted time during his/her free time; e.g. at break or lunch time or during treat time given to those who have demonstrated good behaviour;
- inform parents if equipment is deliberately damaged and invite them to replace it;

The following levels of response will be followed:

Ask child to behave, reminding him/her of appropriate behaviour.

Send - If the child continues to misbehave, he/she is sent to another area of the classroom for a 'Time Out' session.

Tell the child to behave appropriately. (eg *I've asked you to sit quietly, now I'm telling you to sit quietly*) When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to see a member of the SLT.

Parents will be informed if their child is not following our Golden Rule or if a Behaviour target needs to be set. (This may involve a behaviour chart or daily meeting).

Fixed-term and permanent exclusions

Exclusions are used only as a final resort when all other strategies have been exhausted or behaviour has been of such a serious concern that the safety of the pupil, or that of other members of our school, is at risk.

Only the head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Record keeping

The school keeps a variety of records concerning incidents of misbehaviour. The head teacher records those incidents where a child is sent to her on account of serious bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

Behaviour and Discipline Committee

Types of Committee Meeting;

- Fixed term exclusion meetings.
- Permanent exclusion meetings.
- Monitoring meetings.

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the Equality Duty Framework and that no child is treated unfairly because of race, ethnic background or disability.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy has been written following consultation with pupils, staff and governors.

This policy should not be read in isolation but should be coupled with the aims and ethos of the school.

It is hoped that this policy reflects what is currently good practice in schools, and will be amended and reviewed in the light of new initiatives or legislation.