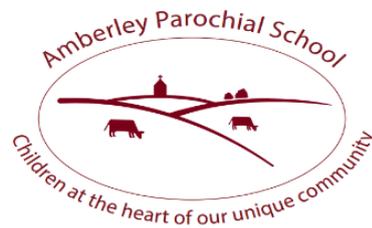


# Behaviour Policy



**BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE**

**Chair of Governor:** Dr Holmes

**Approved by:** FGB Committee

**Approved on:** Spring Term Two 2021

**Review Date:** Spring Term Two 2022

**Other relevant policies:** Positive behaviour handbook, Special Educational Needs & Disabilities Positive Behaviour Handbook and Home School Agreement, Safeguarding Policy and Anti-Bulling and Hate policy.

## Behaviour Policy

### 1 Introduction

- 1.1 At Amberley Parochial School we aim to provide a safe, secure and supportive environment where children learn and socialise with all members of the school community displaying tolerance, sensitivity and respect. This Policy relates specifically to behaviour. For further details concerning safeguarding generally, please refer to our Safeguarding (Child Protection) Policy.
- 1.2 This policy has been drawn up in consultation with children, parents, staff and governors with this aim in mind. It is reviewed on an annual basis by the governors and staff

***As a church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are trust, respect, responsibility and friendship.***

### 2 Aims and Objectives

- 2.1 It is widely recognised that enhancing the self-esteem of children is a key factor in promoting positive relationships, learning and behaviour in the classroom. It is this belief that underpins the school's behaviour policy.
- 2.2 A child with positive self-esteem will feel liked, accepted, valued, respected and successful. We aim to enhance children's self-esteem through:
- Implementing Learning Powers and developing positive mind-sets
  - Clear and established rules
  - Weekly circle time
  - The delivery of the PSHCE, Christian values and Citizenship curriculum
  - Promoting positive responses and praise
  - Incentives
  - Sanctions
  - Improving playtimes by supporting children in their play through the Play leader System

### 3 Organisation

- 3.1 In order to enhance self-esteem throughout the school it is necessary to ensure all members of the community are informed about and understand the concept of self-esteem. This is achieved through
- Weekly staff meetings to raise awareness of any unhappy children.
  - Regular communication between lunchtime supervisors and teachers about behaviour and support.
  - Whole school training
  - Encouraging positive responses
  - Ensuring all members of the school community feel valued and listened to

- 3.2 The school's Behaviour rules are based around the Christian values. They are displayed around the school and are regularly referred to, throughout the school day and during school collective worship.
- 3.3 In addition, there are an established set of rights for pupils, staff and parents which are based around responsibilities. These rights and responsibilities alongside our Christian Values, make up school behaviour policy.

## **4 Opportunities to Promote Positive Behaviour**

### **4.1 Circle Time**

As part of the weekly timetable children participate in circle time. These sessions are quality times when children are given opportunities to learn how to listen, respect other people and express how they feel. In doing so children are developing their ability to communicate and form positive relationships with the people around them.

### **4.2 PSHCE & Citizenship**

Through the delivery of the PSHCE & Citizenship curriculum children are encouraged to explore issues related to emotional and physical well-being. They are encouraged to think about how they can become responsible global citizens making a positive contribution to our community.

### **4.3 Anti-Bullying**

Bullying is rare in our school, but we acknowledge its existence and do all we can to prevent it. In addition to collective worship where we promote strong moral values that include kindness, friendship and respect, each year the whole school has a curriculum focus as part of PSHCE and Citizenship on the subject of bullying. With the children, we discuss what bullying is, how it affects both the bullied person and the person doing the bullying and what to do if it happens to them. As a result, the children are clear about what it is and feel able to tell a friend, playleader, adult in school or a family member in order to get the help needed to stop it happening.

### **4.4 Praise**

We encourage all members of our community to use praise wherever possible. Praise can be given in formal and informal ways, in public or in private and as a means of maintaining good standards as well as for a person's particular achievements.

### **4.5 Pupil voice**

In order to develop self-esteem in children, it is important that they feel listened to and valued. School Forum and Class Council meetings provide a powerful voice which is representative of pupils across the school.

Children are encouraged to discuss issues with peers and adults. They are given opportunities to take on the various roles involved in a council meeting and understand how meetings operate. Their actions have a strong impact on school life, and they have played an integral part in projects which improve the school such as the development

of the plantation area, the refurbishment of the toilets and the painting of lines and games on the playground.

#### 4.6 **Playground Leader System**

At Amberley Parochial School, we believe that giving responsibility helps children to develop both emotionally and socially. The school Playleader System was set up to enable older children to provide support at playtimes to children across the age ranges. Members of Year 5 and 6, on a rota basis, support play through:

- Teaching playground games in Key Stage One and Two
- Offering a friendly hand to children looking lonely on the playground
- Encouraging children to join in with games
- Listening to children
- Reading with children in our library at break times

### 5 **Rewards**

5.1 At Amberley Parochial School we use a system of age appropriate rewards to enhance self-esteem and promote positive behaviour. There are numerous ways in which we reward good behaviour:

- Class teachers use **reward certificates** for good behaviour and work, which are presented in whole school assemblies. In addition, 'Values for Life' awards are given to children whose behaviour or attitude reflects any of the values we promote in collective worship.
- Parents are invited to these assemblies wherever possible to celebrate their child's achievement. Teachers will also share achievements with parents at the end of the school day.
- A quiet or public word of praise
- Talking to parents and carers
- A visit to the head or another member of staff
- Positive comments on child's work or end of year report
- House points displayed in classrooms
- Well done certificates given by lunch time supervisors
- Children's good behaviour is also rewarded with greater **responsibility** and where appropriate specific **privileges** in the use of equipment or facilities.
- Children's name entered into 'Golden Book'.
- Each class have their own reward systems that promote good behaviour.

### 6 **Dealing with Negative Behaviour**

6.1 At Amberley Parochial School, negative behaviour is deemed to be anything that is against the Christian Values. Certain behaviours, such as violence, bullying,

harassment, vandalism, rudeness to adults or bad language are seen as totally unacceptable and will be dealt with by the Head Teacher or class teachers in consultation with parents.

6.2 Most negative behaviours around the school are seen as misdemeanours and will be dealt with through the agreed system of sanctions.

## **7 Sanctions**

7.1 It is important to have consistency when dealing with misdemeanours. However for some children who have difficulty in behaving in a positive way, it may be more appropriate to focus on and try to correct one behaviour at a time. In some cases a 'look' or frown may be sufficient. Where further action is needed the member of staff will ask the child about the behaviour, identify why or how it is against the rules and, if it is, give the child an opportunity to correct their own behaviour to resolve the issue.

7.2 Where this does not happen:

- The child's name will be recorded on the board. This acts as a formal warning. If the child no longer behaves inappropriately the name will be removed from the board at the end of the day
- If the behaviour continues after this time, the child will be sent to the Head Teacher or, in her absence, the teacher in charge. Depending on the severity of the behaviour and the circumstances, a decision will be made as to whether the parents are then informed. Parents are informed either by letter or verbally at the end of the day.
- In the case of a child who is consistently badly behaved, the school will keep a formal log of behaviours and monitor the child. The school will invite parents in to discuss ways of resolving the problem and in extreme cases, an Individual Behaviour Plan will be put in place and the child will be recorded on the Special Educational Needs Register. In such cases the next steps involve the support of outside agencies, such as the Educational Psychology Service and Behaviour Support Teams.

7.3 **Peer support-** In some cases consistent negative behaviour can be corrected through the introduction of a peer support or mediation system. In such instances children are trained and supported by staff to play and work positively with a vulnerable pupil, enabling them to develop positive behaviours.

## **8 Monitoring, Implementation and Evaluation**

8.1 All staff, parents and pupils are made aware of the behaviour policy and behaviour is treated consistently throughout the school according to the policy.

8.2 The Head Teacher and Governors will monitor the effectiveness of the policy through focused walks, lesson observations, communication with parents and regular communication during staff meetings and school and class councils.

8.3 Using data from monitoring activities, such as School Improvement Questionnaires, focused walks and lesson observations and feedback from parents, pupils and staff, the

Head Teacher and Performance and Standards Governors will review and update the policy annually according to the Governors Yearly Planner.

This policy was written with staff and stakeholders of Amberley School.

The school council has produced a behaviour handbook to link with this policy.

