

Behaviour Policy

Debden C of E Primary Academy

Reviewed by: Matt Hawley	September	2019
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POLICY STATEMENT

Debden Primary Church of England Academy is committed to creating an environment in which exemplary behaviour is at the heart of productive learning. Everyone in the school is expected to take pride in their high levels of personal conduct, accept responsibility for their behaviour, and expect others to do the same.

In committing to the highest standards of behaviour, we provide the best possible opportunities for the children in our care to meet the core components of our school vision, which are to:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Hold happy, positive memories of their childhood.

Whilst our behaviour policy enables our staff to act with a consistent approach (using a number of consistent rules and expectations) it also encourages staff to act utilising professional judgement, as opposed to relying on rigid, robotic compliance. Our approach to behaviour management is strongly governed by the Christian Values that we promote and teach across our school.

AIMS

We aim to help children:

- Build upon positive social skills, and develop Christian values.
- Develop self-control and self-discipline
- Recognise and display behaviour that is acceptable and appropriate in a variety of situations
- Be responsible for their own actions and consider the implications and consequences of their actions on others
- Establish standards of behaviour that reflect high expectations and a strong Christian ethos of mutual respect, care, tolerance and an appreciation of our differences

- Respect themselves, others, property and their environment
- Feel safe, secure and happy with a calm, caring and purposeful atmosphere for learning
- Take pride in their work and enjoy their own success and that of others
- Encourage learning behaviours conducive to maximise learning.

ENCOURAGING POSITIVE BEHAVIOUR

We aim to encourage children to behave positively through a number of different strategies:

- Our Christian Values (below) are promoted through collective worship and consistently reinforced across the school:

CHRISTIAN VALUES		
1. COMPASSION	5. PEACE	9. JOY
2. CREATIVITY	6. GENEROSITY	10. PATIENCE
3. THANKFULNESS	7. HUMILITY	11. FORGIVENESS
4. HONESTY	8. CELEBRATING DIFFERENCES	12. ENDURANCE

- Our behaviour ladder system is used consistently and fairly in all classes, and house tokens are used to reinforce behaviour that is 'above and beyond.'
- We ensure that reminders of good behaviour and high expectations are displayed around the school – including the 'golden rules' (Be Kind, Be Brave, Be Safe, Behave).
- We enable pupil voice and personal development through our student council.
- We teach the components of good citizenship and community spirit, as well as developing children's social, emotional, and behavioural skills through our PSHE/Citizenship curriculum;
- We hold a weekly celebration assembly, in which we reward exceptional behaviour for learning;
- Each class has a "Star of the week" nominated by each class teacher and awarded by the headteacher in celebration assembly.

STAFF EXPECTATIONS

All of the staff at Debden CofE Primary Academy endeavour to model excellent personal conduct, and as a result will:

- Treat each other with the utmost respect at all times, functioning as positive role models for the children and each other;
- Work collaboratively to provide an environment where everyone feels happy, safe, secure and valued;
- Reward positive behaviour and work hard to modify unacceptable behaviour by giving children the necessary skills to improve;
- Ensure that all children are aware of the school expectations and consistently reinforce these through worships and in class time;

- Consistently keep a record of serious behaviour incidents, which is monitored and reported to the governing body each term;
- Have an agreed protocol for investigating incidents of inappropriate behaviour, so that we can establish what has happened fairly and how we will deal with it.
- Promote regularly our high expectations of behaviour and conduct in and out of school, and commend pupils demonstrating our Christian values.
- Deal promptly and effectively with bullying, racism and other forms of unacceptable behaviour.
- Have high expectations of learning behaviour which are promoted by all staff.

BEHAVIOUR EXPECTATIONS

Our school behaviour motto is 'Be Kind, Be Brave, Be Safe, Behave', which encompasses all of the behaviour expectations that we have collaboratively defined as a staff team. Whilst the list is not exhaustive, it offers a clear indication of the standards of behaviour expected at the school:

Classroom Expectations

- Children demonstrate an eagerness and readiness to learn;
- Children listen attentively to staff and their peers, turn-taking and showing respect to others;
- Children walk around their classrooms sensibly;
- Children carefully look after school equipment, in addition to their own and other people's equipment;
- Children respect classrooms as working environments, and knock before they enter classrooms;
- Children respect the personal space of others;
- Children try their hardest, exhibiting resilience when they find tasks challenging;
- Children take pride in their work, following the school's presentation policy.

At break, lunch, and less-structured times;

- Children walk when they are inside the school building;
- Children look after the outdoor environment and resources, ensuring that they remain clean, tidy and safe;
- Children communicate politely and respectfully, both to their peers and to adults;
- Children respect the school rotas, understanding when it is their turn to utilise facilities/ resources;
- Children are kind and polite to other children, and try to ensure that no child feels isolated or left out;
- Children use their 'indoor voices' and 'outdoor voices' appropriately;
- Children are helpful towards other children and adults.

ANTI-BULLYING

We consider bullying to be unacceptable behaviour that causes hurt to someone else, which is repeated and/or habitual. It may involve name-calling, intimidation, excluding someone from playing, pushing, hitting, kicking, pulling faces or just about anything which makes another person feel sad or hurt (either physically or emotionally). We hold a number of expectations of our children that aim to prevent bullying from taking place in school, that include, but are not limited to:

- Understanding that everybody is an individual, and celebrate their differences;
- Understanding that their words and actions can affect others;
- Respecting other people's personal space;
- Including others in their games and activities;
- Encouraging others to show kindness and compassion, and report any incidents of bullying to staff members;
- Being kind and careful when online.

All instances of bullying are dealt with in a timely and effective manner. For more details of this, please refer to our anti-bullying policy.

INCLUSION

Of course, as a school we recognise that some children with Special and Additional Needs may exhibit some of the unacceptable behaviour as part of their particular condition/ profile. Each child will be treated as an individual and professional judgement will be utilised in dealing with individual incidents.

LADDER BEHAVIOUR SYSTEM

The ladder behaviour system serves to reinforce positive behaviour, and structure sanctions at times in which they are necessary. As a staff team, we agree that verbal praise and warnings should always serve as the predominant mechanism for encouraging positive behaviour, and that our ladder system should be employed only to recognise what is 'above and beyond', or conversely, repeated/serious behaviour infractions.

Each classroom has a behaviour ladder (see appendix 1) clearly displayed at the front of their classrooms. Moving 'up the ladder' represents exceptional behaviour, and is rewarded with a house token, which can be placed into the house tubes (in the multi-purpose hall) under supervision at the end of the day. House tokens are added up at

the end of each week. The house with the most tokens at the end of each half-term receives a house reward (e.g. an additional playtime or fun activity).

‘Moving down the ladder’ represents occasions in which children have been repeatedly warned about the behaviour, or have exhibited negative behaviour of moderate severity. It is accompanied by losing a set number of minutes from their playtime.

If negative behaviour continues, or in the instance of a severe incident, the Head of School may consider exclusion (usually fixed-term, up to five days). The Governing Body will be notified of this, in advance (where it is possible to do so).

In extreme cases of violent/abusive/dangerous behaviour or continued exceptionally poor behaviour, the Exclusions Policy may be invoked and the pupil formally excluded from the school for a fixed period of time.

PHYSICAL INTERVENTION

Physical intervention, in accordance with Essex County Council policy, is only ever applied as a last resort and in a way that is lawful and in everyone’s best interest. There is an ongoing programme to advise all staff and give guidance on physical intervention. Any incidents must be reported to a member of the Leadership Team immediately and recorded on the correct forms according to Essex County Council’s incident reporting procedure. There should be a detailed, current record of any occasions of physical intervention used and the child’s parents must be informed by the end of that working day. For further details please consult Essex’s Physical Intervention Policy.

SEARCHING PUPILS

School staff can search pupils with their consent for any item which is banned by the school

rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.

PARENTS

Parents have a vital role in promoting good behaviour in school and effective home/school liaison is crucial. The school expects that all parents give their full support in dealing with their child’s behaviour.

We ask parents to inform us straightway of:

- Any behaviour difficulties they may be experiencing at home
- Any trauma which may affect their child’s behaviour or performance at school
- Any concerns they may have about issues going on at school which are affecting their child

The school will endeavour to achieve effective home/school liaison through:

- Promoting an open door policy through a warm and welcoming environment within school
- Giving parents regular constructive and positive comments on their child's progress and behaviour in school through such media as Home/School Link Books, telephone calls, drop-ins after school etc.
- Encouraging parents to come into school regularly
- Keeping parents informed of school activities
- Involving parents at an early stage in any disciplinary issues

OTHER AGENCIES

Full use will be made of such agencies as Educational Welfare, Social Services, Behaviour Support, Health Services, Educational Psychologists, Police Community Support Officer when appropriate. Parents will always be informed if these agencies are to be involved.

MONITORING AND REVIEW OF POLICY

Standards of behaviour and conduct will be monitored regularly by the Head of School and SLT. Standards will be reported on to the Governing Body through the Headteacher's Report, and any recommendations for changes to policy or procedures also provided.

This policy will be discussed with the School Council and be available to parents on the school website.

EXCLUSION

For serious or persistent breaches of our behaviour policy, it may be necessary for us to exclude children for a fixed-term period or (in extreme cases) permanently. We only ever use this measure as a last resort, where other approaches have failed or would not be deemed appropriate. Please see our exclusion policy for more details.

Appendix 1

