



LOWER PEOVER
CofE Primary School

Behaviour Policy

Date	January 2023
Chair of Governors:	Louise Lawton
Review:	January 2024

INTRODUCTION

We recognise that the Christian values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include respect, forgiveness, courage, service, perseverance, and compassion. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a positive focus on improving children's engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so are more likely to reach their full potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case, it will be reviewed annually, and comments will be regularly invited through parent surveys, the school newsletter and meetings of the Young Christian Leaders, staff, and governors.

AIMS

- For every member of the school community to feel valued and respected, and for all persons to be treated fairly
- Provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively
- Teach children behaviour that is appropriate to different situations
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

OBJECTIVES

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- Have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- Reinforce good behaviour so that children feel good about themselves
- For all staff to focus on de-escalation and preventative strategies rather than reactive
- All staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- Prevent bullying

EXPECTED BEHAVIOUR (see Appendix A)

All groups within the school community must think carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives, we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- Discuss the school code and class rules within their class
- Understand the consequences of breaking the school rules
- Vote for members of their class to represent them on our School Council

The role of teachers / HLTA's

- Agreeing a classroom code of behaviour with each new class that will allow the teacher/HLTA to teach and the learners to learn and that will ensure a safe environment for all
- Ensure the school code of conduct and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- Have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- Arrive in class on time
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- Inform parents about expected behaviour and seeking their support
- Avoid use of confrontational language – see APPENDIX B Emotional Containment Phrases
- Use proximal praise to reinforce expectations
- Ensure all children are noticed and receive attention in class - see APPENDIX C Toolbox 1 and 2
- Treat each child fairly and enforce the rules consistently
- Treat all children with respect and understanding
- Ensure all adults working with children with SEMH are informed of individual challenges and strategies □
Organise the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- Plan activities appropriate to the ability, maturity and special educational needs of the children
- Be aware of safety issues when planning activities
- Establish procedures for giving directions about tasks
- Teach children about behaviour skills
- Plan and respond to individual needs to learn behaviour skills and self-regulation
- Provide opportunities for children to develop different kinds of relationships with one another

- Allow children to express their views and feelings and seeking to extend their understanding of relationships through the Jigsaw PHSE and RSE curriculum
- Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- Liaise with external agencies, support teachers, midday staff, parents and the Headteacher/Deputy Headteacher as necessary to support and guide the interests of the child
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- When a child with a specific behaviour management plan (IBP) transitions to another class, we ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENDCo is set up

Non-teaching staff

The role of the teaching assistants

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate when sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Being aware of procedures for giving directions about tasks and reinforcing them
- Teaching children about behaviour skills and self-regulation
- Reassuring, re-focusing and reaffirming tasks set for children
- Fulfilling roles identified within EHC plans for children
- Support children with SEMH, using agreed strategies
- Having high expectations of children
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- Responding to children's needs swiftly
- Observing children and informing class teachers and/or the Headteacher/Deputy Headteacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes towards others, the environment, property and equipment

The role of Midday staff

- Being friendly and approachable
- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards or imposing agreed sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Support children's development of behaviour skills and self-regulation
- Having high expectations of children, observing children and informing class teachers and/or the Headteacher/Deputy Headteacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes towards others, the environment, property and equipment
- Support children with SEMH, using agreed strategies

The role of parents and carers:

- The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school
- The school rules are explained at our introductory parents' meeting and we expect the parents to support the school in implementing these
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If their concern remains, they should contact the Chair of Governors
- Inform the school of any medical or social circumstance that might affect the behaviour of their child
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's teacher, both formally and informally, so that their child's interests can be discussed whenever necessary
- Support and co-operate with the school in implementing the behaviour policy
- Respect the staff of the school and value their professional opinions
- Promote positive attitudes towards school
- Provide a good example of behaviour

The role of governors

- 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 policy, but governors may give advice about particular disciplinary issues
- Be involved in the development of the policy in accordance with the stated aims of the school
- Be informed about the successes of the policy in maintaining high standards of behaviour
- Ensure that the school has a behaviour and discipline policy
- Support staff in implementing the policy
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

WHOLE SCHOOL STRATEGIES

Code of Conduct:

Our school vision and mission statement sets out the behaviour we expect from the adults and children in our school. These principles include:

- We listen to each other and take turns
- We try our best in everything we do
- We support and encourage each other
- We look after our own and each other's things
- We are safe and sensible around the school

These are displayed in pictures and texts around the school.

In addition to this, each class has agreed its own rules which are displayed in the classroom.

As well as the 'principles' mentioned above, every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour
- We are a 'no shouting' school

Support

Children will be supported in behaving as we expect through the following means:

- Playleader Scheme
- 'Buddy Stops' on the playground
- House Teams, e.g. St. George
- Worry Box – in each classroom
- Parental involvement in support programmes
- SENDCo/Headteacher/Deputy Headteacher involvement in support programmes
- Educational Psychology Service in CWAC
- Use positive rather than negative phrasing, e.g. Stand next to me ..., Walk beside me to ... Stay seated in your chair
- Limited choice, e.g. Where shall we talk, here or in the library?

Further support documents

APPENDIX D De-escalation script

School Behaviour System

Children will be encouraged to behave correctly through praise and lessons planned to meet their needs and abilities. Sanctions will be applied as follows:

- Every child will start each day with their name/face displayed on the '**sunshine**' on the classroom behaviour chart.

Step 1

- At first, when children are not following the school 'code of conduct', teachers will use positive praise for those who are so as to encourage them to rectify any inappropriate behaviour.

Step 2

- After that, a **reminder** will be given if a child is not following the school '**code of conduct**'.

Step 3

- A **warning** will be given if this inappropriate behaviour continues, and the child will have a '**W**' placed next to their name on the 'Behaviour' class list.

Step 4

- If a child receives **3 warnings** (over the course of a week), their parents will be contacted by the class teacher. and this will be recorded on **CPOMs**. The 'said' child will then miss the subsequent break (15 minutes maximum), and during this time they will be asked to **'reflect'** on any inappropriate behaviour, supported by the relevant Key Stage Lead.

If inappropriate behaviour is a regular occurrence, parents / carers, teachers, the SENDCo and the Headteacher or Deputy Headteacher will discuss an **'Individual Behavioural Plan' (IBP)** for the child. **Continued disruption of other pupils' learning will not be tolerated.**

When a TA or HLTA is covering a lesson and a child's behaviour warrants a sanction, they may issue reminders or warnings.

Extreme incidents of poor behaviour (e.g. **extreme violence to a member of the school community, abusive language directed at others or spitting at others, etc.**) a **'Fixed Term Exclusion'** may occur if this behaviour continues. **PLEASE REFER TO THE EXCLUSION POLICY.**

In more severe situations, positive handling may have to be used, by trained staff, if a child does not stop aggressive behaviour when requested. This is used for their safety, as well as the safety of others, to protect property and to limit disruption. **PLEASE REFER TO THE POLICY FOR POSITIVE HANDLING.**

School Behaviour Rewards

Teachers, HLTAs and TAs may award **'dojo points'** to those children who display the Christian values of the school and whatever underpins them, e.g. perseverance – If at first you don't succeed, try, try, and try again.

The Christian values of the school are as follows:

- **Respect:** Listen to all staff, make eye contact with all staff and peers, display politeness and good manners to all, tell the truth at all times, look after personal / school property.
 - **Forgiveness:** Say sorry, always accept apologies.
 - **Courage:** Try new things, experiences.
 - **Service:** Help others in the community, contribute to clubs, the school and your class, serve the Lord.
 - **Perseverance:** Keep going – If at first you don't succeed, try, try, and try again. 'Whatever you do, work at it with all your heart, as working for the Lord.' Colossians 3:23
 - **Compassion:** Work with others, understanding their needs, support charities.
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- **Dojo points cannot be taken off a child once they have been earned.**
 - Dojo points will be collected by 'House Captains' every Thursday afternoon, and in 'Collective Worship' every Friday, children will be informed of which 'House' has won.
 - Children in the 'House' that has accumulated the most points by the end of every half-term will receive a reward, film-time in the hall, own clothes day ...
 - A child from each class will also be awarded a 'Class Dojo Master' certificate in 'Collective Worship' every Friday.
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- Children will receive:
 - 1 'dojo point' for: displaying an excellent example of our Christian values.
 - 2 'dojo points' for: producing excellent work.
 - 3 'dojo points' for: going above and beyond.
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- In addition to the above, children who receive:
 - 1 'dojo point' will be moved onto the 'first section' of the rainbow on the classroom behaviour chart.
 - 2 'dojo points' will be moved onto the 'second section' of the rainbow on the classroom behaviour chart.
 - 3 'dojo points' will be moved onto the 'third section' of the rainbow on the classroom behaviour chart.
 - 4 'dojo points' will be moved onto the 'fourth section' of the rainbow on the classroom behaviour chart.
 - 5 'dojo points' will be moved onto the 'fifth section' (the stars at the end of the rainbow) on the classroom behaviour chart.

At the end of each day, all dojos will be recorded on 'ClassDojo'

Any child who receives '15 dojos or more' by the end of the week will receive a postcard home, celebrating their success. Further rewards include:

- Praise for appropriate behaviour / good work – dojos given
- Drawing the attention of others to their good behaviour / good work – dojos given
- **'Dojo Master'** certificates awarded
- **'House Team'** treats, e.g. own clothes day
- Postcards home to parents
- Visit to the Headteacher / Deputy Headteacher – stickers
- **'Special Mention Bench'** – selection at Collective Worship each Friday
- **'Show and Tell'** – selection in KS1 and KS2 classrooms

Discipline beyond the School Gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school-organised or school-related activity, wearing school uniform or in some way identifiable as a pupil of the school), the school may enforce its right to apply a consequence to a pupil in school.

Examples of this may include:

- Continued bullying of a pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Focus Weeks / Behaviour Hotspots

From time to time, when necessary, there will be a week when there will be a focus on one particular type of behaviour, e.g. coming into assembly quietly, playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

Sexism and Sexual Harassment

At Lower Peover, **we** want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- All class teachers and SLT record incidents on CPOMs, where a child is sent to them on account of any inappropriate behaviour.
- The Headteacher keeps a record (on CPOMs) of any pupil who is internally, fixed term or permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews this policy every year. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.