



BEHAVIOUR POLICY

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When they see your respectful and pure conduct.

Our aim is to encourage self-discipline so that children are able to behave responsibly without adult supervision. We endeavour to promote a high expectation of good manners and courtesy throughout the school and embed the Christian values of hope, justice, forgiveness, compassion and friendship.

- All members of our school community aim to enhance self-esteem and focus on a positive school ethos, be it in the playground, in assembly, in the classroom, during off site activities, individually or in groups.
- School guidelines for safe and appropriate behaviour are constantly reinforced through discussions, during assemblies, at School Council meetings and in the classroom.
- Good behaviour is rewarded and held as exemplary, rewards are used whenever possible and a sanctions procedure is in place, if required.
- School/Class Rules and Playground Rules are prominently displayed.

Gem Learning Power

We also support our pupils' behaviour for learning through our 'Gem Learning Power' strategy. This focusses on a termly learning behaviour which is developed with the children and celebrated in our weekly Gem Learner assemblies. Each classroom has and a prominent Gem Learning Power display which is referred to regularly.

Our School Golden Rules

The Golden Rules are simple and accessible to all. We accept that children may not understand the full meaning of the rules just by being told them. The rules must be explained and demonstrated and must be modelled by all adults in our school. A copy of Our Golden Rules is attached.

Class Rules

At the beginning of each year, all classes will discuss and agree a class code of conduct. This will be displayed prominently in the class and referred to regularly by adults.

Good class behaviour management supports good behaviour

Children who behave poorly often exhibit chaotic and disorganised behaviour. They find changes in routine and uncertainty difficult to cope with. They often display other learning or social difficulties. Knowing what they have to do, and what they need to do next, helps children to take control of their behaviour. We will provide an environment to support this:

- A well organised, tidy class with good routines supports good behaviour.
- Timetables and targets help children understand what they need to do next and reduce uncertainty.
- Orderly and tidy environments with things in familiar places promote a feeling of security.
- Routines, clear instructions and learning objectives support good behaviour.
- A class seating plan for children with behaviour ensures a secure personal space.
- Clear expectations and clear rewards and sanctions consistently applied are essential.
- Setting time-constrained activities and mini targets during lessons help children to focus and reduce distractions.
- Ensuring that the level of the work set meets the needs and ability of the child ensures good motivation and concentration.

All teaching staff maintain a positive atmosphere in lessons through praise and encouragement. Most low level misbehaviour in the class will be dealt with by the Teacher or Teaching Assistant by a look or comment. Rewards and praise should be frequent and varied to suit the activity. Children should be made aware of the nature of the reward and how they are able to win rewards.

POLICY & PROCEDURE

Rewards & Sanctions

It is important that there is consistency across the school in the way we apply sanctions for poor behaviour and rewards for good conduct. Staff should always default to positive method of managing pupils' behaviour when possible.

Rewards

- Whole school Celebration of Success chart. This was requested by School Council on the pupil body's behalf in 2014. Pupils earn stickers in specific ways to add to this chart (see separate guidance). Once they have filled their chart, they may visit the Headteacher for a prize from the Treasure Chest.
- Teacher reward stickers in class. Individual classes may use sticker charts which relate to the age and maturity of the children in that class.
- Headteacher reward stickers.
- Gem Learner of the week— presented in Gem Learner Worship and recorded in the Gem Learner Book at each base.
- Pupil of the Week – presented in Gem Learner Worship and recorded in the Gem Learner Book at each base.
- MDSAs will be able to award stickers and certificates on a daily basis to children who have behaved well in the dining room.

Sanctions

Event...Action...Sanction

- Verbal warning
- Name on board if in classroom (can be removed if behaviour improves)
- Sanction one (see below)
- Sanction two (see below)
- Referral to Senior Teacher (ABCD Behaviour Monitoring Chart completed)
- Referral to Headteacher

Sanctions one and two are decided using the classteacher's professional judgement but may include missing five minutes of break time or being sat for a short time in an agreed area.

The majority of low-level poor behaviour incidents can be dealt with by the staff in charge of the children at the given time. However there will be occasions when the behaviour reaches a point where senior staff need to become involved.

Examples of such behaviour include physical aggression, swearing or repeatedly disrupting learning or the well-being of other children.

At this point, the member of staff dealing with the child will liaise with the Senior Teacher of the base (or if they are unavailable, the most senior member of staff excluding the Headteacher) to give a verbal report of the incident. The child's classteacher must always be informed.

The Senior Teacher may decide to involve the Headteacher at this point. If the behaviour is an exclusion level offence (such as deliberately causing injury to another pupil), the Senior Teacher must escalate the issue immediately to the Headteacher.

POLICY & PROCEDURE

ABCD Behaviour Monitoring Charts

The ABCD Behaviour Monitoring Chart will be kept in a secure place by the Senior Teachers and submitted termly for review by the Headteacher who will maintain a whole school overview of pupil behaviour and look for any trends.

Exclusion

Children who misbehave on a regular basis or behave in a manner which the Headteacher considers dangerous to themselves or others in the school may be excluded (temporarily/permanently) from the school after discussions with the parents have taken place. Local Authority procedures will be followed.

Children with Special Educational Needs

At times members of our school will require very specific input in relation to their conduct in school due to their personal needs. In cases such as this, plans will be put in place to support them in school and the whole school behaviour policy may not wholly apply. Children with specific issues may have behaviours recorded on the ABCD Behaviour Monitoring Chart to allow staff to analyse behaviour.

Safeguarding and Child Protection

Changes in pupil behaviour will be logged by staff and the reasons for the changes will be considered in light of child protection issues known or unknown relating to the child.

Our Playground Golden Rules

Our grounds at both bases will be sectioned into different areas to cater for the needs of all the children. For example; quiet areas, large ball game areas such as football, small ball games areas, imaginative play and play trails. The Playground Rules will be discussed, explained and reinforced in assemblies and other whole school events. These are also displayed around the school in prominent, appropriate places.

- We are gentle when we play.
- We are kind and helpful towards others.
- We respect everyone's games.
- We look after the playground.
- We listen to and keep the playground safety rules.
- We are honest with everyone.

Golden Rules

- Always listen
- Be helpful
- Play safely
- Be polite
- Be neat and tidy
- Respect others
- Always do our best
- Care for our school

Restraint & Reasonable Force

All employees at Churchfields, the Village School are authorised by the Headteacher to use reasonable force to control or restrain pupils should the need arise.

POLICY & PROCEDURE

When reasonable force can be used

Reasonable force can be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Force will never be used as a punishment - this is always unlawful.

Application of Force

Only the minimum force necessary should be used. Listed below are examples of force that may be used but no form of restraint should be used that is likely to injure the pupil (particularly anything that could constrict breathing), other than in extreme emergencies and where there is no viable alternative.

As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.

The following are examples of 'force' that may be used in exceptional and appropriate circumstances:

- Physical interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances, using restrictive holds

Recording Incidents

All incidents which necessitate the use of force to control pupils must be recorded by the staff member/s involved as soon as possible and the Headteacher must always be given a copy.

Staff may find it helpful to seek advice from a senior colleague or a representative when compiling a report. Parents will always be informed of such incidents on the same day.