Much Birch C of E Primary School

Behaviour Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. **John 15:5**

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations

Updated **Annually**

Review date Sept 2027

Head teacher Ms B Davies

Chair of Governors Rev. Mark Johnson

Introduction:

At Much Birch we want the very best behaviour so that we feel safe, respected and can learn and have fun.

This policy was initially written by a previous School Council and outlines:

- the expectations of behaviour at Much Birch Church of England Primary School;
- the support to help children develop and maintain those desired behaviours and life skills;
- the consequences of not keeping our rules; and procedures for dealing with bullying, (for child-on-child abuse, sexting, sexual violence and harassment- please see Safeguarding and child protection policy).
- It is supported by our Safeguarding policy, RSE policy and child on child abuse policy.

Aims:

To produce an environment where everyone and especially children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.

To focus attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.

To promote a shared approach to dealing with discipline issues by all adults in school and enable children to develop self-discipline and an independent 'moral compass'.

Rationale

1. It is fundamental that the whole community (children, parents/carers, teachers, teaching assistants, support staff, administration staff, site manager, cleaning staff and governors) understand and are committed to modelling and promoting positive behaviour.
2. Positive behaviour needs to be rewarded, encouraged and taught.
3. Positive behaviour management is based on mutually positive and respectful relationships between children and adults.
4. The whole community have ownership of positive behaviour strategies.
5. For children at Much Birch to learn from behaviour rewards and sanctions.

What are our expectations regarding behaviour?

We recognise that at times behaviour may fall below expectations, but we aim to ensure that children understand that **respect** is at the core of everything they do inside and outside of school.

We endeavour to promote positive attitudes towards self, others, property and the environment and an understanding of the fundamental rights of all people who come to Much Birch

Good behaviour should be taught explicitly, and the start of each half term should begin with an explanation of the school rules and a reminder of the class rules.

Adults and children at Much Birch school have a right to:

…**be safe**

…an opportunity to learn

…be treated with respect

The School Council has agreed that the following rules should be respected by all members of the community.

School rules:

To treat each other as you would be treated including remembering to use your best manners at all times;

- to be gentle;
- to listen;
- to be honest;
- no bullying;
- no abusive language;
- no racist/homophobic remarks/actions will be tolerated;
- try your hardest at everything you do;
- set a good example to all those around you; and let an adult know about a serious incident.

Playground rules:

All of the above and:

- to respect all adults and PALS / Kindness coaches (Playground Activity Leaders) out on duty;
- no aggression or name calling;
- include others;
- take care of each other so that there are fewer head bumps and accidents;
- respect play equipment and line up quietly while waiting for your teacher to collect you;

• to use appropriate behaviour on the field, equipment and playground.

Positive Behaviour Encouragement Systems:

• Class / individual dojo points

• Stickers/smiley faces

• Extra playtime

• certificates

• Commendation letter/email home for outstanding behaviour

• DVD/treat experiences

• Promotion of outstanding deeds on school social media

Unacceptable behaviour

Unacceptable behaviour is any behaviour that prevents children and adults feeling safe, respected or affects their opportunity to learn.

It is inevitable that situations will sometimes arise when a child will need to be corrected and sanctions will need to be applied.

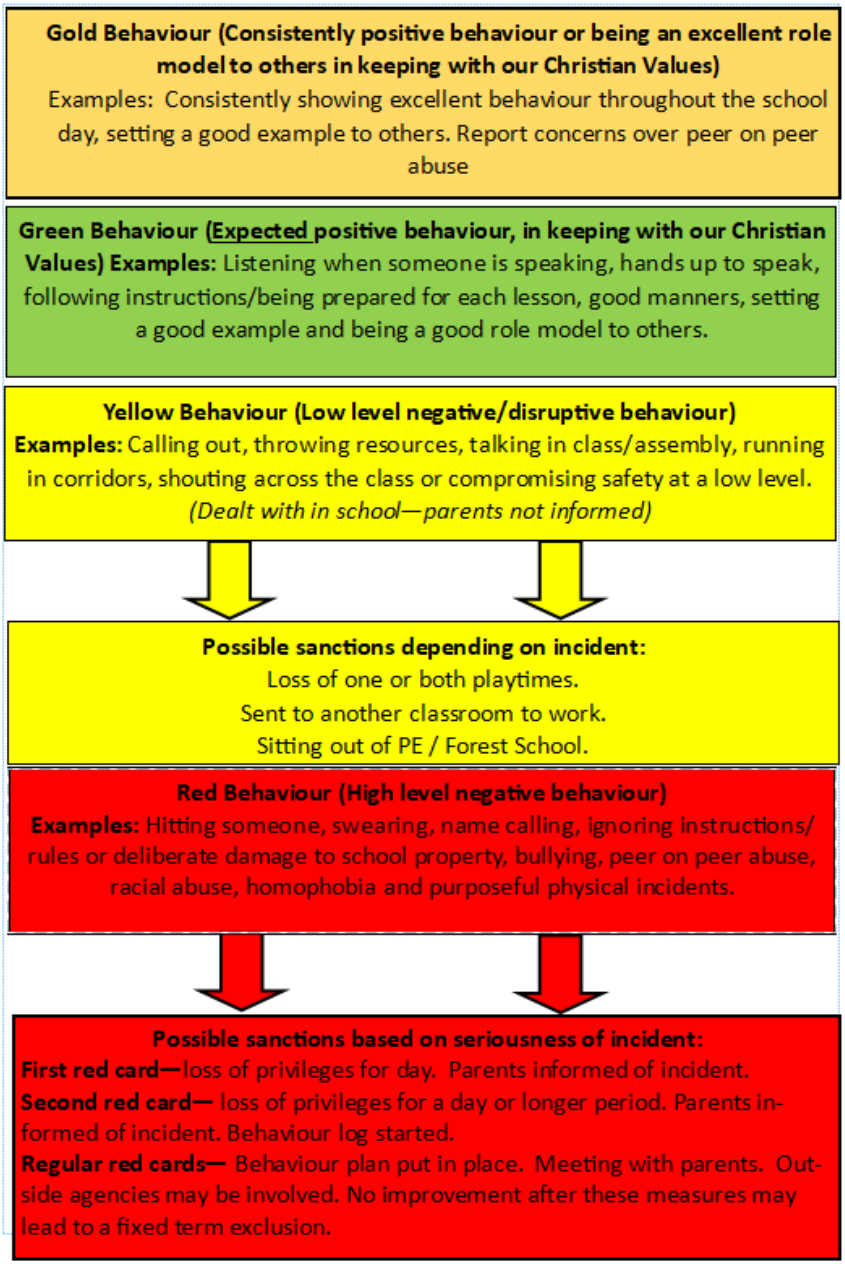
We are aware, however, that different approaches work for different children, and, when using the guidelines, staff will give careful consideration to the appropriateness of any course of action.

Sanctions which might be employed in the event of unacceptable behaviour includes:

- Home / school behaviour books or sticker charts (smiley face records of behaviour in class)
- loss of playtime/time on field: this is a useful sanction, which demonstrates a clear consequence to unacceptable behaviour;
- loss of privileges, such as attending an after-school club or playing in a school team;
- residential trip/day trip (where it is likely that a child would pose a risk);
- Seclusion in school - on occasions children may be asked to work away from the classroom so their behaviour does not distract the rest of the class.
- Where children repeatedly display “red card behaviour” parents/carers should be informed by the class teacher, and the Head teacher/Deputy head teacher are advised. A follow up meeting should be arranged to discuss improvements/deterioration in behaviour; or
- In the event of a serious incident the school may decide on a Fixed Term exclusion/behaviour contract.

Where a loss of playtime or lunchtime is imposed, appropriate arrangements for supervision and work tasks need to be made by the class teacher in discussion with the Head teacher. Arrangements also need to be made for children to eat their lunch comfortably.

Behaviour flow chart



Starting Point:

The class teacher deals with classroom and lunch/break time problems in the first instance. Head teacher or Deputy head teacher will be involved if the incident is serious.

Teachers can allocate red cards and contact parents without the approval of the Senior leadership team but may choose to involve them if the incident is serious.

Steps to Resolution

1. Discuss the incident separately with parties involved , including staff and record the key points of discussions including important quotations in order to, as far as possible, establish the undisputed facts of what happened. Children should always be interviewed separately. During the interview after an instance of unacceptable behaviour, the instigator /perpetrator **may** complete a reflection sheet or have a reflective conversation with an adult.

2. All **serious** incidents should be discussed with parents/carers of all children directly involved before the end of the school day, whenever possible. Serious incidences may be recorded & logged on our online safeguarding system – My Concern.

3. Support staff may be involved in some of this communication work, but class teachers should be involved directly in all serious cases and should coordinate the school's response. The Head teacher /Deputy Head teacher should be kept informed of actions taken (red card behaviour or worse) and will be involved in the most serious cases.

4. Class teachers ***may*** require the Head/Deputy head to deal with a difficult incident.

5. Where sanctions are issued, such as loss of playtime, adequate provision needs to be made for supervision, work tasks, location and dining arrangements. The class teacher can be asked to make these preparations, and support staff might also be involved in supervision arrangements.

6. Head teacher/Deputy head teacher will be consulted before a fixed-term exclusion is issued.

7. The detail of events and responses need to be summarised to the Head/Deputy head teacher as soon as possible and meetings/conversations with parents/carers need to be documented.

8. A follow-up call to parents/carers involved, once things have hopefully been resolved, is very important to ensure parents/carers feel that the issue has been taken seriously and that it has indeed been successfully resolved.

9. Only when a positive response to this follow-up is received, can the incident be considered 'resolved'.

Bullying

At Much Birch we define bullying as **repeated, persistent** actions of:

Name-calling, intimidation, written abuse, physical attacks or the repeated suggestion of any of those actions.

To repeatedly & persistently prevent children playing with other children of their choice.

Intimidating behaviour that makes another child/adult feel scared or uncomfortable.

Please see Anti Bullying Policy and Safeguarding and Child Protection policy- special consideration is given to children with SEND.

We recognise that quite often, the child exhibiting bullying behaviour needs support but we emphasise the trauma of the victim as being a very high priority.

Bullying is not tolerated in any form, including:

- Child on Child abuse
- Cyberbullying or bullying through social media (although school are limited with how much they can deal with involving phones outside of school)
- Any form of sexual (the school follows the Brook Traffic Light tool for guidance) or violent harassment

The school follows these steps when presented with any form of bullying

Any instance of bullying behaviour will be reported to the Deputy head teacher and Head teacher.

This behaviour will have been monitored by staff previously, **one argument or fall out does not constitute bullying.**

Children and parents/carers are encouraged to report bullying and intimidation of others that they have **witnessed**.

When an accusation of bullying is made children deemed to be involved, whether as victim, instigator or witness, will be interviewed separately so that an accurate and objective picture of undisputed facts can be established. Other children may also be interviewed as witnesses.

This can often take time as it relies on children telling the whole truth and often perceptions of situations can be varied.

Parents/carers of both the child/children being bullied and the child/children committing an act of bullying will be contacted once an overall picture of events has been established.

Consequences for bullying <u>may</u> include, in addition to a verbal apology:

- removal from the playground and a staggered program of reintegrated play;
- incidences logged on My Concern online safeguarding record
- removal of privileges such as school trips, position of responsibility and treat days; or
- exclusion where other avenues have been exhausted.

Help is provided for both victim and the child carrying out the bullying behaviour, as appropriate, and may include the involvement of outside agencies and specific support strategies such as counselling, play therapy, behaviour support, Early Help intervention, CAMHS referral and other interventions. **Parents may not always see the work that the school is doing behind the scenes on these occasions. We are unable to discuss the help, support or sanctions of any child to anyone other than their parents.**