



## Behaviour Policy

Our behaviour policy for the Federation is based on the Christian values of our schools. We believe that it is the right of every child to feel safe, secure and valued at school. We have a positive attitude towards behaviour management and we believe that everyone in the school should be polite, kind, thoughtful and show respect for each other and the environment.

### SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

We believe good behaviour to be a necessary condition for effective teaching and learning to take place. At the Oaks CE Learning Federation we seek to create an environment which encourages, reinforces and celebrates good behaviour through positive behavioural support. We acknowledge that society and our local community expects good behaviour as an important outcome of the educational process. To achieve this our school, parents and carers need to work in partnership. Our ability to respond effectively to individual needs underpins our commitment to inclusive practice.

The Forest Values underpin this Policy. These are:

**Friendship** - We work together and help each other

**Openness** - I open my heart and mind to people and ideas that are different

**Responsibility** - It's up to me to do the right thing

**Endurance** - I try hard to do and be the best I can

**Stewardship** - We look after each other and our world

**Trust** - We rely on each other to make good choices

We want our \*school community to be valued, respected as individuals and safe. We want to make our school a place where all children can learn and where teachers can teach.

We want our school community to work together to promote good behaviour

We believe children need to take responsibility for their actions and understand how their behaviour might affect others.

\* School community comprises of children, staff, parents, carers and governors of this school.

## **AIMS**

- To create a positive, caring environment which promotes and celebrates good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by all, especially the children.
- To promote a positive approach to managing and improving behaviour.
- To use a positive problem solving model to promote good behaviour and resolve difficulties.
- To involve both home and school in the implementation of this policy.
- To evaluate and review standards of behaviour with our school community regularly, identifying areas for improvement and act on them.

As adults we aim to:

- Emphasise the importance of being valued as an individual within the group.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.

## **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's spiritual, social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **KEY EXPECTATIONS**

### **To develop good manners**

In order to do this pupils need to learn to:

- Wait their turn to speak;
- Listen to others;
- Share with others;
- Do as they are asked straight away;
- Remember to say please and thank you.

### **To show respect for others**

In order to do this pupils need to:

- Speak politely to adults and other children;
- Respect the property of others;
- Praise other people for their achievements;
- Express their feelings appropriately;
- Play/work with others;
- Consider others.

### **To develop a sense of responsibility**

In order to do this pupils need to learn to:

- Apologise when appropriate/necessary;
- Avoid over-reacting;
- Take on responsibility;
- Accept the consequences of their actions;
- Be truthful and honest;
- Follow the agreed school rules.

### **To develop a positive work ethic**

In order to do this pupils need to:

- Take pride in their work;
- Listen to and follow instructions;
- Organise their equipment and personal belongings;
- Organise work;
- Always work to the best of their ability;
- Co-operate with others;
- Acknowledge their strengths.

## **COMMUNICATION AND PARENT PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be

responsive when receiving feedback both positive and negative.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will be discussed with the parents.

## **STAFF SUPPORT**

We have developed a preventative ethos which focuses on the prevention of challenging behaviour rather than the adoption of reactive strategies.

The school is committed to reducing stress and empowering all staff when dealing with challenging behaviour which forms an integral part of our staff and school development planning. We employ research validated strategies in the form of Applied Behavioural Analysis. (See Annex 1)

## **THE CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all.

Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **RULES AND PROCEDURES**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole;
- ensure the range of rewards will be accessible to all pupils;
- be clearly displayed around the school in a language pupils will understand;
- encourage opportunities for children to take responsibility.
- Be in line with the Key Expectations.

## **REWARDS**

Our emphasis is on rewards which reinforce good behaviour, rather than focusing on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

- All school staff will be actively involved in praising and rewarding good behaviour.
- Rewards and sanctions will be clearly understood by pupils, parents and staff.
- There should be high expectations of behaviour by all children at all times.
- A culture of high self-esteem will be promoted and fostered, staff will criticise the behaviour, not the person.
- Pupils will be expected to take responsibility for their own behaviour.
- The reward should be proportionate to the level of behaviour.

Rewards will be given for good work, good behaviour and behaviour improvement, meeting targets, kind deeds and politeness. This is to foster a positive environment where good behaviour is the norm.

Here are suggestions of rewards that can be used. It is hardly exhaustive – we can be creative!

- Verbal praise
- A smile.
- Good work shown to other pupils, teachers and parents.
- Recognition of achievements by senior staff.
- Stickers/merits for work and behaviour.
- Certificates for multiple awards.
- Top table for good behaviour at lunchtime.
- Weekly awards for individuals, groups, classes.
- Achievements commended in assembly.
- Inform parents.
- Individual progress noted and recorded.
- Celebration wall eg: 'you made me smile' board.

These rewards are aimed at recognising success, thereby increasing motivation which should lead to good behaviour and a positive work ethic.

Sanctions are to be used to discourage poor and inappropriate behaviour. They are needed when other, more positive forms of management have been exhausted and prove ineffective.

## **SANCTIONS**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of sanctions should be characterised by certain features.

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is the focus
- Analysis of staff responses will be undertaken if challenging behaviour persists

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, communications with parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions and working in partnership with parents. It is important that the sanction is not out of proportion to the offence.

Responses to try in difficult situations:

- Use humour to quell emotional reactions;
- Ignore minor inappropriate behaviour;

- Use knowledge of the individual to respond effectively;
- Reflect on successful behaviour;
- Discuss the outcome of particular actions;
- Give pupils an opportunity to talk about how they feel;

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## **WHEN BEHAVIOUR BECOMES CHALLENGING**

The school has adopted practices of modern Applied Behaviour Analysis enabling children to become more effective learners and for the practical management of challenging behaviour. Practical action is taken at two levels:

1. Classroom based
2. Whole school action

Classroom intervention supports core staff with the development of class based behaviour management strategies encouraging reflective practice from staff and actively teaching pupils out of the identified and defined challenging behaviour. See flow chart 1

If the frequency and severity of behaviour causes persistent disruptions or presents a health and safety concern a whole school strategy will be developed. See flow chart 2

This process enhances Copythorne CEC /Netley Marsh CEC / St Michael & All Angels CE School's capacity for reflective, thoughtful inclusive practice.





