

Behaviour Policy

Horwich Parish CE Primary School



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Version Control

Current Version	Previous version	Summary of changes made
Dec 23	Oct 22	E cigarettes added under Serious Unacceptable Behaviour on p.5
Oct 22	-	Costs of school meals updated

***Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.***

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1. Our Vision Statement

Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.

Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.

Matthew 18 verses 21-22

Then Peter came to Jesus and asked, “Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?”

Jesus answered, “I tell you, not seven times, but seventy-seven times”.

2. Rationale

As our school is a Church of England school, the staff and governors realise the importance of maintaining a Christian ethos in their dealings with each other and especially with our children.

We ask for parental support to work together to maintain high standards of behaviour in our school.

At Horwich Parish positive behaviour traits are encouraged at all times so children can flourish and achieve their potential. We aim to teach:

- Love, equality & respect
- Forgiveness
- Honesty and truthfulness
- Tolerance and respect of others differences

We treat every child as an individual, rewarding and praising with reconciliation and forgiveness central to the life of the school. On reflection we ask the children; “What would Jesus do?”

3. Statement of Principles

- We expect everyone (children, staff and parents) to show respect and sensitivity for each other’s views and opinions.

- We are fair and equal in our treatment of everyone in our school community and as such comply with the law, including the Equality Act 2010 (under which characteristics including religion or belief, sexual orientation and gender reassignment are protected) We take positive action to build a culture where everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and tackled.
- We believe that the school should be a safe working environment for staff, pupils and parents and as such any behaviour that compromises this principle will not be tolerated.

4. Our Expectations

All children are expected to set a high standard of behaviour. We expect:

- Children to move around school sensibly, quietly and calmly.
- Children to conform to their class rules, participate actively in lessons and work co-operatively with others.

5. Times In the Day

- In assembly pupils are encouraged to participate and respond through active involvement, listening to and joining in our collective worship.
- The lunch break is supervised by SLT, the Lunchtime Staff and Sports coaches who are responsible for the children while eating and playing. They are encouraged to talk to and take an interest in the children, teach them simple games and act in a positive manner towards our pupils.
- Visits to the swimming pool are covered by the specific policy. Our standards of behaviour are uniform throughout the day and include P.E. games and swimming, particularly as safety issues are vital. If a pupil has demonstrated poor behaviour at the pool, the Headteacher will risk assess whether it is safe to take this pupil.
- Whenever pupils are outside the school on visits of any kind, they are our 'ambassadors' and are representing the school. Pupils who cannot behave appropriately in school will be risk assessed before the trip as to whether the child's presence creates an unacceptably high risk to staff and pupils.
- When behaviour incidents occur outside school the Head teacher will deal with it if the child is in school uniform and if the schools name is brought into disrepute.

6. Restorative Practice

We have adopted Restorative Practice as a whole school approach when dealing with conflict. This approach is successful because we have distinctively Christian values at the heart of it that can be seen, heard and felt in every part of our school community. Our school core Christian values are love and respect.

Restorative practice puts people and relationships at the centre of school life, children develop respect and empathy for everyone. Learning experiences will include time to discuss, debate and reflect, reminding children that everyone has a voice, has the right to be heard and to have their views and opinions respected, underpinned by our restorative practice including mediation.

7. Rewards and Sanctions

The rewards and sanctions system are intended to provide an incentive for everyone in our school community to emphasise and promote good behaviour. The Christian ethos of our school encourages children to flourish and all staff should take every opportunity to encourage and highlight positive behaviour encouraging the children to “let their light shine”

Rewards

- Children displaying good behaviour are used as role models.
- Teachers use a wide variety of stickers, merits, certificates, notes home and written notes on work to praise and reward effort and achievement. Weekly assemblies promote and exemplify good behaviour using Star Awards. Caring awards and good work certificates are awarded and all pupils have the chance to receive a Full marks certificate for attendance each term. Teachers operate various reward schemes in their own classrooms and all children work for house team points, which are collected weekly.

Sanctions

When conflict arises children should be dealt with in a way that reflects our Christian vision and values of our school. All staff will adopt general classroom management as outlined in appendix A and then the following stages will be used:

- Remind the child by speaking quietly to the child outlining the expected behaviour. If appropriate move the child to another position in the classroom and remind positively about earning golden time minutes.
- If behaviours continue remove the child to the other cohort class teacher.
- If behaviours are persistent send to wider SLT (phase leader) or Deputy Head/Assistant Head teacher. When calm child will verbally apologise/write a letter of apology if appropriate and reflect upon their behaviour and its consequences. Restorative practice will be used.

- Contact parents and request their support in improving behaviour.
- Refer to the SENCo for further advice/support on strategies.
- In response to serious behaviours, bypass steps 2-5 if necessary and send to the Head teacher.

NB. A child must NEVER be left unsupervised at any place within the school for poor behaviour. This includes standing outside the classroom, office or the staffroom at breaktime.

8. Serious Unacceptable Behaviour

The Headteacher, staff, governors and wider school community consider the following to be unacceptable.

- Physical aggression, verbal abuse including swearing, deliberate rudeness and insolence, deliberate damage to personal or school property, stealing, discriminatory behaviour including racist, sexist behaviour or sexual harassment, repeated refusal to follow instructions.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling, homophobic comments 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 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; and
- Escalate the sanction to a phone call to parents if the pupil refuses to apologise in the first instance.

Our RSE curriculum (1Decision) will cover what healthy and respectful behaviour towards one another looks like.

Possession of items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco, E Cigarettes and cigarette papers, fireworks, pornographic articles, as well as any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or which could be used to cause personal injury or damage to property.

9. Our Response to Serious Unacceptable Behaviour

All behavioural issues emanating from the list above must be reported to the Head teacher. Behaviour must be shared with parents and notified either verbally at the end of the day, by phone or by invitation to come into school.

Exclusions

As a last resort a child who continually misbehaves will be excluded from school to home for a fixed period of time. This action is a last resort. Many other recorded strategies will have been tried without success. The Chair of the School Governing Body is aware of the situation and the correct exclusion procedures are carefully followed using the DfE's statutory guidance.

In the event that a serious or persistent behaviour incident takes place in the Headteacher's absence, the senior member of staff in school at the time of that incident will consult with the Headteacher with regard to a potential exclusion. At all times during this process, parents will be informed about the exclusion of their child.

The Use of Reasonable Force/Restraint

This aspect of behaviour management is subject to a separate policy entitled "Restraint and the Use of Reasonable Force." Staff are reminded that restraint is only carried out as a last resort. Any restraint carried out MUST be reported to the Head teacher.

Reporting and Recording

The school has an online system (CPOMS) for recording incidents of inappropriate behaviour at different times of the day. Lunchtime incidents are recorded by the SMSA or Senior Management Team. The SENCo retains assessment records, behavioural profiles, IBP's (individual behaviour plan) Teachers comment upon behaviour as part of the termly Report to Parents and in their discussions with parents at Parent consultations.

Behaviour Report cards

These will be used when strategies are not working with a report card system up. Each day is broken into sessions for the child to achieve success. Cards are taken home each day and signed by teacher and parent. A meeting MUST be held each week with parents, child & a member of SLT

Behaviour Plans

These are risk assessment plans for individual children who pose a risk to themselves and others through their behaviour choices. The plan identifies current behaviours and risks and puts in place responses and action to those risks and behaviours. These are shared with parents.

APPENDIX A - General Classroom Management

Celebrating Good Behaviours				
Class rewards House points Phone call/ email home / school spider text home Golden time (children earn 5 minutes a day) Stickers and stampers Respectful lanyards Class love & respect award		School rewards Let your light shine award Photo on the newsletter/twitter Headteacher Award Golden tickets drawn every Friday in assembly Head teacher dip in the box ‘VIP’ invite guest to lunch Hot spot punctuality award Attendance awards Tidiest classroom award		
Responding to Negative Behaviours				
General classroom management (list of suggested strategies)	Stage One Quiet word, withdrawn to the side by a reminder	Stage Two If behaviours continue	Stage Three Persistent behaviour	Stage Four Serious behaviours
Eye contact “the look” Positive praise for other children’s good behaviours Find something to praise the child for Ask the child a question / involve them in the lesson Use the reset button to avoid further escalation.	Move child to another position in the classroom Reminder of golden time minutes to be earned	Child requested to go to other class teacher in cohort Golden time minutes not earned	Child sent to SLT & remains out of class Parents informed by SLT Child receives support from learning mentor Child put on behaviour report by SLT / Parents / child meet weekly	Sent to Mrs Mills. Child remains out of class. Parents informed by Mrs Mills. Internal / external exclusion

Children with EHCP / Individual behaviour plans are an exception to these consequences

GOLDEN TICKET



HORWICH PARISH CE PRIMARY SCHOOL

We are pleased with you this week because you:

- Have been exceptionally polite
- Have been very kind and helpful to someone else
- Have set a super example to others
- Used a growth mind-set approach to learning

NAME:

Date

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