
	<p>With God we grow to live life in all its fullness</p>	
<p><b>Behaviour Policy</b></p>	<p><b>Issued:</b> November 2021</p>	<p><b>Issued by:</b> J Little - Headteacher</p>
<p><b>Policy Number:</b> FPS/0009</p>		

# Feckenham CE Primary School

## BEHAVIOUR POLICY

<b>Date Policy Reviewed:</b>	November 2021	
<b>Date Approved By Governing Body:</b>	25 November 2021	
<b>Signed Headteacher:</b>		Jeannette Little
<b>Signed Chair of Governors:</b>		Julie Grieve
<b>Review Date:</b>	November 2022	

## **Our Aim**

To promote behaviour based on mutual respect between all members of our school community so our children can work in a calm, supportive and purposeful atmosphere. That the distinctly Christian vision and values of our School, and the delivery of a broad curriculum, promotes attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the School and ultimately to the wider community.

## **Policy**

All teaching and non-teaching staff are expected to teach and promote the skills of self-discipline, co-operation, respect, empathy, forgiveness and tolerance to all pupils. Without these skills our academic objectives cannot be achieved. Achievements of every kind are valued, both academic and non-academic and all pupils should have equal opportunities to achieve their potential. Pupils are expected to work hard and do their best. Staff have high expectations of all pupils, regardless of the starting points or personal needs.

Each child's class teacher is particularly responsible for dealing with any day-to-day issues which might affect a pupil. They are there to confide in, share hopes and fears with, liaise with parents if a child is unwell and to offer comfort should some problem at home or at school be upsetting one of their pupils. However, all staff, both teaching and non-teaching, share in the pastoral care of the pupils. We are all there to help in whatever way is most appropriate.

The underlying principle is that all children are individuals who have rights but also responsibilities. Each needs to appreciate that their behaviour has consequences for themselves and also for others.

The principle is supported by our strong Christian vision and values. Each week children (and sometimes adults) are given certificates associated with our four overarching values of Wisdom, Hope, Dignity and Community where they have been spotted living out these values.

## **Code of Conduct**

The Code of Conduct for our pupils is as follows:

- All pupils to demonstrate 'good listening' in lessons and assemblies and should only be asked once to remember the rules of 'good listening'. Those who choose not to follow good listening principles and ignore an adult's request to listen are being disrespectful to the adult and the children in their class or assembly and stopping other children from learning. As a consequence, the school sanctions will be enforced.
- All pupils should participate effectively in their own learning in and out of the classroom and not disturb others in their learning. Those who choose to deliberately stop themselves or others learning will be dealt with according to school sanctions.
- All pupils should respect the school environment by taking care of school equipment and the school grounds. Children who choose to deliberately damage school property will be dealt with through the school sanctions.
- All pupils should respect the rights of others to have a happy and safe experience in lessons and at playtimes/lunchtimes. Any child deliberately causing upset to another child or children will be dealt with according to the school sanctions.
- All pupils should respect the right of others not to be physically hurt by a deliberate action of aggression. Any child choosing to hurt another child in this way will be removed from the classroom or playground and reprimanded by the adult in charge and then a senior member of staff. If this behaviour continues especially within the same week, parents will be informed either in person at the end of the school day, by telephone or letter.

Note: Behaviour which deliberately and consistently causes upset either mentally or physically to another child will be dealt with following the steps outlined in the school Anti-Bullying Policy.

These rules have been developed to provide a caring environment protecting the wellbeing of all. On occasions when a child does not act accordingly there are a range of sanctions that can be used. These will vary according to the nature of the misbehaviour and will usually involve loss of privileges. For example, unruly behaviour in the playground will lead to loss of some playtime, disruption in the classroom will mean removal and completing the work on his/her own, unacceptable work through deliberate lack of effort or care will be redone.

## **Misbehaviour**

**There is an expectation that children will follow the school code of conduct, however we all make mistakes and wrong choices, on occasion, and it is important to learn from them.**

Misbehaviour will be dealt with according to the criteria outlined below:

Guidelines to using Code of Conduct effectively:

- 1) Sanctions must be applied calmly
- 2) Discreet reprimands are often more effective than public ones (although care must be taken in ensuring the child is not finding the individual attention rewarding)
- 3) Sanctions should be applied consistently
- 4) The focus must be upon the deed, not the child
- 5) The reprimand should include a message about what the child should do in the future
- 6) Sanctions are generally more effective if applied immediately
- 7) Early praise should be sought to endorse better behaviour following a reprimand

### **Sanctions Following Misbehaviour- in the classroom**

If a child misbehaves in the classroom then the order of actions the teacher will take are as follows:

- Inform the child of the behaviour which must stop/remind the child what is expected.
- Warn the child that the sanctions will be enforced unless they make better choices; sanctions include, moving places, working in isolation within the classroom, missing a playtime.
- Enforce the appropriate sanction
- Remove child from the classroom to another class.
- Send the child to the Headteacher or senior member of staff if Head not available.

### **Sanction Following Misbehaviour – in the playground**

If a child misbehaves in the playground then the order of sanctions the adult in charge will take are as follows:

- Inform the child of the behaviour which must stop/remind the child what is expected.
- Warn the child that the sanctions will be enforced unless they make better choices; spending time away from other children either by the school fence or being sent back into school.
- Enforce the appropriate sanction
- Send the child to a senior member of staff or Headteacher

Positive behaviour strategies are used by all staff to mitigate poor behaviour, including Recognition Boards in each classroom. An appropriate positive behaviour is agreed by the class or can be chosen by the teacher to address unwanted behaviour.

### **Informing Parents/Carers of misbehaviour**

Not all instances of misbehaviour are reported to parents, it is expected that once an adult has enforced the school's

sanctions, the child will choose to correct his/her behaviour accordingly without having to take the issue further. Only when incidents are deemed serious enough or in the case of persistent misbehaviour will parents be contacted either by the teacher or a senior member of staff. A parent may be informed in person e.g. at the end of the school day or by telephone/letter.

It is very rare but on occasion a child's actions are serious enough to warrant a fixed term exclusion. On these occasions' parents will be informed that day of the decision to exclude and be invited to meet with the Headteacher to discuss the exclusion and the follow up action plan.

### **Children with emotional/behavioural difficulties**

In circumstances where individual children have emotional and/or behavioural difficulties that cannot be fully addressed by the school Code of Conduct, a behaviour plan will be drawn up. This will involve the Head teacher, class teacher and parents/carers of the child. Staff will be made aware of the plan so sanctions and rewards are consistently applied. On occasion, the school may wish to contact the Positive Behaviour Team for advice and support.

### **Physical Intervention**

There may be times when a child needs to be physically restrained for his/her own safety or that of others around them. Positive physical intervention is only used as a last resort or in emergency situations where unless an adult physically intervenes, a child or adult may be hurt. It may be necessary to physically restrain a child in order to prevent damage to school property and or if they are going to cause criminal damage.

Staff are aware that it is their duty to protect children and themselves from harm but physically restraining children should be a rare occurrence unless a child has emotional or behavioural difficulties. In the latter circumstance there should be a behaviour plan drawn up with the support of outside agencies and the child's parents or carers.

Any form of physical intervention will be fully recorded by the staff member involved and the Headteacher (or member of the Senior Membership Team) on the day of the occurrence or as soon as possible. Parents/Carers will be informed and invited into school to meet with the Headteacher to discuss the incident.

### **Forgiveness**

*'Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.'*

*Colossians 3:13*

It is worth concluding with the importance of resolution and forgiveness. Forgiveness is a Christian value that is at the heart of any Behaviour Policy. Through our Vision and Values children will begin to understand what is involved in offering forgiveness to others, being able to accept forgiveness from others and to forgive themselves.