

Great Massingham and Harpley C of E Primary Schools Federation

Behaviour Policy

December 2017

We believe that all within the school community, both adults and children, have the right to be safe, trusted and respected.

At Great Massingham and Harpley C. of E. Primary Schools, we believe that good behaviour is a necessary condition for effective teaching and learning to take place. We will therefore seek to create an environment in the schools which encourages and reinforces good behaviour.

Aims

- To clearly 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.
- To encourage the involvement of both home and school in the implementation of this policy.
- To create an environment, that encourages and reinforces good behaviour.

Standards of Behaviour

Schools have a central role in children's spiritual, moral, social and cultural development as well as in their academic development.

Children bring to school a wide variety of behavioural patterns based on the values, attitudes and parenting skills at home. We will promote good standards of behaviour based on the Christian values of truthfulness, respect, compassion and responsibility.

Great Massingham and Harpley Schools recognise that these values may be shared by the community, other world faiths, cultures and society at large. It follows that acceptable standards of behaviour are those which reflect these values.

School Ethos

Good behaviour is expected throughout the school day including playtime, lunchtime, when moving about in school, on school visits and at after school clubs.

Adults in 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. As adults we aim to:

- Provide a caring, secure and effective learning environment.
- Create a positive climate with realistic expectations underpinned with Christian values.
- Emphasise the importance of being valued as an individual within the group, school and wider community.
- Encourage and promote, through example, honesty respect and understanding.
- Ensure fair treatment for all
- Show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

We will achieve this by planning for the needs of individual pupils, and the active involvement of pupils in their own learning. Lessons will have clear objectives, understood by the children, and activities differentiated to meet the needs of all. Marking and record keeping will 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 their progress matters. Constructive feed-back avoids alienation and disaffection which could result in poor behaviour. We will use P.S.H.E., S.E.A.L. and assemblies to convey the school ethos, and to help children to empathise with others as well as reflect on their own behaviour. Where appropriate, children will be given more jobs and responsibilities as they get older and we will maintain an active School Council to give children a voice.

Classroom Management

At Great Massingham and Harpley Schools, the classrooms provide a welcoming environment and are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Classroom displays are used to develop self-esteem by demonstrating the value of every individual's contribution.

Teaching methods will encourage enthusiasm and active participation for all. Lessons develop the skills, knowledge and understanding which will enable pupils to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work. Criticism is constructive and sensitive, taking into consideration children's needs, feelings and personalities.

Rules and Procedures

School rules and procedures take the form of Class Charters and are designed to make clear to pupils how they can achieve acceptable standards of behaviour.

Rules and procedures will be:

- Kept to a necessary minimum.
- Positively stated, telling children what to do rather than what not to do.
- Clear and explicit.
- Consistently applied and enforced.
- Supportive of the concept that every member of the school has responsibilities towards the whole.
- Developed and agreed by all members of the school community.

Rewards

Our emphasis will be on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children see that good behaviour is valued. The most common reward is praise, formal and informal, to individuals and groups. It is earned by the maintenance of good standards and noteworthy achievements. This is as true for adults as for children. Praise for good behaviour is as important as for effort and good work and will receive equal praise.

We will reward with:

- Star Charts.
- Merit stickers and stamps.
- Work shared with peers.
- Good work/behaviour shared with other staff.
- Exceptional good work/behaviour shared during whole school collective worship.
- The names of children demonstrating specific aspects of our 'Values for Life' will be displayed in the school hall.

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 punishment is characterised by certain features:

- It is made clear why the sanction is being applied.
- It is stressed that the behaviour rather than the person is being punished.
- It is made clear what changes in behaviour are required to avoid future punishment.
- Group punishment is avoided to prevent resentment.
- There are clear distinctions between minor and more serious offences.

Sanctions will include:

- Expressions of disapproval.
- Withdrawal of privileges.
- Withdrawal from the classroom.
- Referral to the Headteacher.
- Meetings with and letters to parents.
- Fixed Term Exclusion
- Exclusion, as a last resort and in accordance with the school's Exclusion Policy and LA guidelines.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that sanctions are not out of proportion to the offence. On extremely rare occasions, staff may have to take measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. These occasions are fully documented and reported in line with Norfolk LAs Safe School guidelines. We follow the Norfolk Steps approach – giving children recovery time and, when they are calm, discussing the event and their behaviour with them. All staff receive Norfolk Steps training.

Bullying

We believe that all pupils have the right to come to Great Massingham and Harpley Schools without fear of being bullied. We take all complaints connected with bullying seriously, no matter what the circumstances and always deal promptly, sensitively and efficiently with incidents when they do occur. The Headteacher records and monitors any cases of bullying to ensure no further incidents, in line with the school's Anti-Bullying Policy.

If incidents recur and where other tactics/sanctions have failed then the Exclusion Policy may be used. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases, careful evaluation, of the curriculum on offer, classroom organisation and management and whole school procedures, will take place to eliminate these as contributory factors. Additional specialist help and advice from relevant outside agencies may be necessary.

Communication and Parental Partnership

The school communicates its behaviour policy and expectations to parents through newsletters and the annual Home – School Agreement. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will then be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

We give high priority to clear communication within both schools and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which

are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental involvement in school life is encouraged. This participation assists the development of positive home-school relationships in which parents felt secure and able to be responsive when the school requires support in dealing with unacceptable behaviour.

Presented to and approved by the 'Great Massingham and Harpley C of E Schools Federation Governing Body' as below:

Signed.....Governor

Date.....