

# Leaffield C of E Primary School



## Behaviour Policy

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
Date approved:	July 2019
Date for Next Review:	July 2022

## Aims

Leafield School aims to provide a place where everyone can learn to live happily with each other in a calm, orderly environment and so succeed with their work. In order to achieve this, our aims are:

- To ensure that every member of the school community feels valued and respected
- To provide a caring community where values are built on mutual trust and Christian principles
- To insist on high standards of behaviour which contribute to effective learning
- To enhance the development of positive relationships between children, staff, governors, parents and members of the local community
- To help children grow in a safe and secure environment where they can develop self-esteem and self discipline
- To reward and promote good behaviour that will help develop kindness and co-operation
- Leafield CE. School uses a Growth Mindset approach to encourage a positive attitude to learning and an atmosphere of mutual support. This enables our children to rebound from setbacks and increases their motivation to persevere and take on new challenges.

## Vision and Values

Our mission is to develop young people with active, enquiring and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We recognise that each child is an individual and that all children need to succeed and need to learn to work together as a school community.

Leafield C.E Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, dynamic, supportive and caring environment, shaped by Christian values, in which children can reach their full potential academically, spiritually and personally. Leafield School is at the heart of our community and the centre of village life.

Our distinctiveness and effectiveness was summarised by all stakeholders as:

### Inspiring | Learning| Together

At Leafield C.E. Primary School our core Christian values are:

Value	Bible Reference	Bible Story
Love	"Love is patient, love is kind. It does not envy, it does not boast, it is not proud." 1 Corinthians 13	The Lost Sheep
Courage	"Be on your guard; stand firm in the faith; be courageous; be strong. 1 Corinthians 16:13	David and Goliath
Respect	"So in everything, do to others what you would have them do to you." Matthew 7:12	Jesus and the Temple Traders
Honesty	"Let us not love with words or speech but with actions and in truth." 1 John 3:18	Zacchaeus
Responsibility	"Each of you must take responsibility for doing the best you can." Galatians 6:5	The Good Samaritan
Hope	"But those who hope in the Lord will renew their strength." Isaiah 40:31	The Prodigal Son

Our values are embedded in the life of the school. Christian values underpin all relationships across the school and our commitment to caring for others and achieving excellence.

Core Christian Value	Love	Courage	Respect	Honesty	Responsibility	Hope
Linked Values	<b>Caring Friendship Unity</b>	<b>Simplicity Freedom</b>	<b>Trust</b>	<b>Peace Quality Happiness</b>	<b>Thoughtfulness Appreciation</b>	<b>Trust Understanding Tolerance Humility Cooperation Patience</b>

**Our school behaviour code: (underpinned by our Core Christian Values)**

**RESPECT**

- We are kind, thoughtful and helpful to each other.
- We show respect and consideration to everyone
- We respect each other’s property

**LEARNING**

- We work calmly and co-operatively
- We share equipment, spaces and take turns

**NOISE**

- We talk appropriately for the class occasion
- We listen and take turns to speak
- We do not shout out or interrupt an adult or a child

**MOVEMENT**

- We walk around school in a careful and controlled way and do not run around the corners in the playground
- We take care playing in the playground and when on The Green we keep within the cones

**SAFETY**

- We do not hurt people
- We only use equipment in areas of the school as we have been instructed
- We do not allow strangers onto school property

**PROBLEMS**

- We try to solve arguments quickly and in a fair way. Younger children may need an adult to help.
- We use words to solve differences

## **Agreed rules for happy and safe playtimes**

### **These rules have been drawn up by children and staff**

- Playtime starts when we get outside
- Playtime finishes when the first whistle, bell or adult calls us - We line up and wait quietly for our teacher
- We treat everyone fairly
- We allow others to play their own games
- We try to ask others on their own if they wish to join in
- We will not use bad language or make rude gestures
- We will not be aggressive or nasty to others – we will use words to solve differences
- We will share the equipment and will not kick balls over the wall, into people or on the roof deliberately
- We will not sit on the dry stone walls or pull out the stones
- We will not go through any gate without permission even if upset
- If we need to go inside we will ask permission of an adult and get a band
- There will be no rough games that involve physical contact in the playground or on the Green
- When we hear a continuous whistle we will walk calmly and quietly into the hall

## **Expectations**

### **Children's expectations**

- To be able to learn in a friendly, encouraging and secure school environment
- To work and play in a healthy, safe, attractive and pleasant place
- To be respected and valued as individuals
- To be fairly treated
- To be given opportunities for learning in a broad and balanced and enjoyable curriculum

### **Staff's expectations**

- To work in a safe and pleasant environment and to achieve job satisfaction
- To be respected and valued by children, parents, governors and each other
- To be supported by parents in their professional judgements and subsequent judgements in promoting and celebrating their child's learning and social development

### **Parent's expectations**

- To feel welcome in school
- To feel confident that their children work and play in a safe, friendly and supportive learning environment
- To have information on school policies and procedures
- To receive and offer information about their child's education and progress

### **Everyone's expectations should be respected.**

Each class has a set of rules for living and working in their class, reflecting the age and development of the children. They are similar in nature to the school rules to ensure continuity, safety and security. It is each individual's responsibility to follow these class rules.

**Children's good behaviour is rewarded appropriately in a variety of ways.**

### **Rewards**

- Staff praise and congratulate children
- Staff award children silver and gold cards, stars or stickers
- Each week some children are awarded Smile Awards for achievement in either behaviour or work
- Each term a child from each class is nominated for the Governors' Cup which is presented in assembly by a member of the schools' Governing Body
- Each week children are selected to receive Smile Awards where we celebrate children's contribution to the Christian ethos of the school

**When children do not follow the school or class rules there will be a consequence of their actions.**

### **Consequences**

#### **In Y 1 - 6**

1. A reminder of the rules (using the language of choice) – You need to make the right choice about your behaviour. Please can you ..... If you choose not to you will receive a yellow card.
2. If the undesired behaviour continues the child will **automatically** get a yellow card.
3. If the undesired behaviour still continues the child will automatically get another yellow card.
4. If later in the day, having turned their behaviour around, they then misbehave, they can have another choice, if required, before giving the 2<sup>nd</sup> yellow card.
5. A red card is given if the child continues to misbehave. At this stage the child is taken to the headteacher.
6. A second red card during the same week will result in the headteacher contacting parents to discuss the behaviour
7. Extreme or prolonged unwanted behaviour may result in an internal exclusion
8. Exclusion from school - LA and government guidelines are followed.

It is very rare for children to get beyond 5 or 6.

*Key stage One will clear the board of yellow and red cards at lunchtime*

*Y3/4 will clear the board at end of day*

*Y5/6 will clear the board at end of week*

**Serious incidents may result in immediate internal or fixed term/permanent exclusion.**

After one yellow card a child with BESD or who is struggling to make the right choices for other reasons may need the opportunity to have some 'calm down time', this may prevent his or her behaviour from escalating. If they choose not to take this, but continue to misbehave, they will need a 2<sup>nd</sup> yellow card and a red card if behaviour does still not improve.

**Where possible use positive proximity praise to highlight desired behaviour.**

### **Foundation Stage**

Children are distracted from unwanted behaviour and asked to make a choice about their behaviour. Time out of activities is used as a consequence for children who continue to misbehave. Time out is used straight away for violent or destructive behaviour. Parents are notified of these instances.

### **In the playground**

The rewards and consequences are also used in the outside area, i.e.

1. A Choice
2. Time out
3. Red card – sent in to see the Headteacher
4. Monitored by Headteacher and meeting with parents if behaviour is does not improve

Additionally, children may be asked to take a couple of minutes ‘chill out time’ from an activity to calm down if they have become agitated or frustrated. Restorative justice is used to support children who are experiencing difficulties with friendships.

**Serious incidents may result in immediate internal or fixed term/permanent exclusion.**

### **Bullying**

This school does not tolerate bullying of any kind. If we discover that an act of bullying, intimidation or racism has taken place we will act immediately in informing parents in order to stop any further occurrences of such behaviour. Details can be found in our Anti-bullying Policy.

### **Restraining**

At Leafield School we have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

In order to further develop existing practice, we have adopted the ‘Team-Teach’ approach so that we are more able to fulfil our statutory duty of care to the children and to the staff. The whole team have had Team-Teach training and this will allow staff to respond to recent changes in government guidance on safeguarding practice that apply when physically moving or holding children.

The Department for Education (DFE) have issued clear guidelines for the use of physical intervention and the use of reasonable force. The school has copies of these guidelines which are available to you upon request.

All members of staff are aware of regulations regarding the use of force by teachers. Staff will only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting themselves or others, of damaging property or if the good behaviour and discipline of the school is being threatened. In all cases we take note of government guidelines which are included in our Positive Handling policy.

### **Exclusions**

In the event of considering or implementing exclusion the Headteacher and Governing Body would strictly follow the guidance issued by the Local Authority and the DfE Guidance on Exclusions from Schools, Academies and Pupil Referral Units.