

Leaffield C.E. Primary School



Behaviour Policy

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
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Aims

Leaffield 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. 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
- to encourage a positive attitude to learning and create an atmosphere of mutual support
- to enable our children to rebound from setbacks and increase 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.

Leaffield 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. Leaffield School is at the heart of our community and the centre of village life.

At Leaffield 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.

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 the property of others.

LEARNING

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

NOISE

We talk appropriately for the occasion or context.
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 SAFE AND HAPPY 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 children 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.
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 can expect:

- 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 can expect:

- 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.

Parents can expect:

- 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.

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 everyone's responsibility to follow these class rules.

Rewards

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

- Staff praise and congratulate children.
- Staff award children with reward cards, stars or stickers.
- Each week some children are awarded Smile Awards to recognise their demonstration and commitment to our Christian values.
- Each week some children are awarded 'Golden Learning' certificates to celebrate specific areas of learning.
- 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.

Personal rewards – beyond stickers and certificates

Through the teaching of Christian values, we promote the importance of gaining non-material rewards and encourage children to understand that they can feel greatly rewarded by the act of 'doing the right thing'.

Consequences

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

In Year One to Year Four the children use a 'Good to be Green' Chart; a system which uses coloured cards to enable children to be aware of the behaviour choices that they are making. A move from green towards red reflects negative behaviour choices. Some classes also use gold and silver cards to reward positive choices. The most important aspect of this system is that children are made aware of the choices they are making, and these are explicitly communicated to them, to enable them to change behaviours. Children need to understand why their name is being moved from for example from green to yellow. At the yellow stage, children may be asked to sit out of some of their playtime because of inappropriate choices and this time may be used for the completion of missed work or for reflection.

Example of the system

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. A red card is given if the child continues to misbehave. At this stage the child may be taken to the headteacher.
4. A second red card during the same week may result in the headteacher contacting parents to discuss the behaviour.

Fresh Starts

It is important that the cards are cleared/returned to Green, at the end of a session / half day, so that children understand that they can make a fresh start. Teachers must be clear with their class and the adults supporting each classroom when the cards are returned e.g. at the end of the session or half day. It is important to be explicit with the children about 'their fresh start' and to be consistent with this aspect of the system.

Year 5 to Year 6

Children in this class do not use the 'Going for Green' chart. Behaviour management is managed through verbal dialogue with children as a way of preparing them for the transition to secondary school. Children are still very much made aware of their behaviour choices but are expected to 'do the right' thing because it is the right thing to do, not for the reward of a gold/silver/green card. Children in this class are still rewarded with the whole school systems of reward e.g. Smile Awards etc.

Foundation Stage

At this stage, distraction is often used as a strategy for encouraging children away from unwanted behaviours. 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. Staff may issue yellow and red verbal warnings. Children must be reminded of their choices and the consequences of not making positive choices. If a child does not change their behaviour after a yellow warning, a child may be asked to have 'time out' of the play.

If a child is involved in physically fighting, or extreme verbal behaviour (particularly discriminatory) they should have a red warning and be seen by the Headteacher.

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.

Complex Behaviour

Behaviour as communication

Staff at Leafield understand that challenging behaviour can be a sign of a child trying to communicate a difficulty or challenge in their lives. Ongoing challenging behaviours must be discussed with the Headteacher so that the appropriate investigation or support can be put in place.

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 to stop any further occurrences of such behaviour. Details can be found in our Anti-bullying Policy which is available on request.

Restraining

At Leafield School we have policies and procedures, available on request, that are 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 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.