

# Guilden Sutton Church of England Primary School



*'Love and Justice for All'*

*'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.'*  
*Micah 6:8.*

*through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life,  
living out love and justice for all.*

## Behaviour Principles Written Statement

<b>Staff member responsible</b>	Mrs T. Rainford
<b>Governor/Other responsible</b>	Mrs. S Bayton
<b>Date of Policy</b>	November 2021
<b>Reviewed</b>	Annually 2022

## **Aims and Expectations**

It is the aim of our school that every member of the school community has the right to be themselves, feel safe, valued and respected, and that each person is treated fairly and equally, as part of the Christian ethos of the school. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, ensuring that difference and diversity is celebrated across the whole school community.

The school has clear school rules devised by the children of the school council and have been agreed by staff and pupils.

## **Our School Rules**

- Always 'give it a go,' never give up.
- Try and see the positive in every situation.
- Always greet someone with a smile.
- Treat others and all property with respect.
- Always listen to your teacher and friends because they will help you to learn.
- Be honest and always tell the truth, confess when you have done wrong.

The behaviour policy is not a system to enforce these rules but to be a means of promoting good relationships so that we can work together with the common purpose of helping everyone to flourish spiritually, emotionally and academically.

Guilden Sutton Church of England Primary School expects the highest standards of behaviour, but recognises that the best way to ensure these standards are maintained are through a belief in reflection, forgiveness and reconciliation. By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones. When choices lead to incidents we do not want to see, the pupil will be asked to reflect on what has happened. When the appropriate apology and forgiveness from the person or persons affected by the incident has taken place, the children come to understand the importance of the Christian belief of forgiveness.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We want to enable our pupils to become responsible citizens and to prepare them for life in the 21<sup>st</sup> century.

## **We aim to provide an environment that:**

- Enables learning for all within our school community
- Ensures respect and compassion for others and the celebration of differences
- Encourages cooperation and collaboration to give all a feeling of belonging
- Encourages children to make wise choices and take responsibility for their actions

- Ensures all pupils and adults feel safe, valued and cared for.

**To achieve this we will:**

- Create a positive, calm and purposeful environment
- Provide a curriculum that is relevant, challenging and inspiring
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently
- Ensure that the school’s Christian values of love, justice, friendship, forgiveness, compassion and wisdom are taught and modelled across the whole curriculum
- Effectively communicate with children and work in partnership with parents so that together we share the high expectations for learning and behaviour
- Work in partnership with outside agencies.

**Positive Learning Behaviours**

<b>We expect children to:</b>	<b>We will promote positive learning behaviour by:</b>
<ul style="list-style-type: none"> <li>• Actively engage in their learning by listening, questioning, responding and thinking</li> <li>• Respect and respond positively to both written and verbal feedback</li> <li>• Respond to suggestions about how to improve and develop</li> <li>• Work with other pupils cooperatively and respect different opinions</li> <li>• Always communicate with other pupils and adults in a respectful way</li> </ul>	<ul style="list-style-type: none"> <li>• Providing achievable but challenging learning tasks</li> <li>• Teaching the children independence and resilience e.g. the use of the 4Bs (brain, bits and bobs, buddy, boss)</li> <li>• Promoting mind friendly learning techniques such as brain breaks and mind mapping</li> <li>• Recognising and rewarding positive learning behaviours</li> <li>• Using collective worship/PSHE themes to explore behaviour for learning</li> <li>• Promoting teamwork (Together Everyone Achieves More)</li> <li>• Encouraging pupils to be polite in responding to other pupils</li> </ul>

## **Behaviour Stopping Learning**

We have identified these as examples of behaviour that stops learning:

### **A pupil:**

- Not focusing on task
- Taking too long to begin a task
- Inappropriately calling out
- Interfering with or disrupting other children
- Bringing playground discussion/issues into the classroom
- Disrupting the teaching flow with inappropriate questions or information

### **We recognise that:**

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning.
- Behaviours that stop learning for an individual also stop the learning for other pupils
- The needs of pupils are all different and reasonable adjustments can be made
- Additional support may be required from the school's ELSA and outside agencies e.g. Educational Psychologist, Parent Support Advisor, Family Support, School Nurse, CAMHs, Education Welfare, TAF advisor, Behaviour Support Team

### **We will respond to behaviours that are stopping learning by using these strategies:**

- Using non-verbal and verbal cues to refocus a pupil
- Recognising and rewarding pupils that are demonstrating good behaviour
- Using strategies that are tailored to the individual child
- Providing a change of activity or sensory break if required
- Recognising that a pupil's actions may stem from an emotional need.

### **If behaviours that stop learning are frequent we will:**

- Inform parents/guardians if behaviour continues to stop learning
- Create an individual behaviour plan with pupil and parents which will be shared with all staff and reviewed on a regular basis. This plan will focus on a pupil learning to take responsibility for their actions
- Provide consequences that are personalised to individual pupils and focus on supporting the pupil's needs
- Use support from individual agencies
- Create an Individual Behaviour Plan which may lead to an Education, Health and Social Care Plan.

## Behaviour Around the School - including playtimes and extra-curricular activities

We expect pupils to share responsibility for our school by:	If these expectations are not met we will:
<ul style="list-style-type: none"> <li>• Demonstrating the same high standards of behaviour in clubs before and after school, when working with visitors and when representing school on trips or sporting events.</li> <li>• Demonstrating our Christian values of love, justice, friendship, forgiveness, compassion and wisdom (making good choices).</li> <li>• Showing respect to other pupils and adults</li> <li>• Not physically or verbally hurting others</li> <li>• Having a good attitude towards work and play, supporting and encouraging others.</li> <li>• At all times, follow The School Rules, written by The School Council, that reflect our Christian values.</li> <li>• Always greeting someone with a smile, being helpful and having lovely manners.</li> <li>• Looking out for each other even if you are in a different class, e.g. Buddy System and The Friendship Stop,</li> <li>• Respecting the school community by keeping it tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reminder, positively phrased, about what is expected</li> <li>• Give a personalised consequence relevant and proportional to the pupil's age and action</li> <li>• Log behaviour</li> <li>• Inform Headteacher</li> <li>• Inform Parents/Carers</li> <li>• Provide structured playtimes to support pupils who struggle to meet these expectations</li> </ul> <p>(See also Anti Bullying and SEND policies)</p>

## Rewards and Consequences

We will recognise and reward behaviour that meets our expectations through:	Personalised consequences may include:
<ul style="list-style-type: none"> <li>• Verbal and non-verbal praise</li> <li>• Written praise in marking and feedback</li> <li>• The Headteacher, teachers and peers congratulating children, and regularly sharing work with other classes or other members of staff</li> <li>• Teachers awarding stickers for good work, good behaviour, outstanding effort or acts of kindness</li> <li>• Nominating children from each class to be 'Star of the Day!'</li> <li>• Awarding children from each class a 'smiley face' award in the 'Celebration Assembly' once a week</li> <li>• Headteacher's award</li> </ul>	<ul style="list-style-type: none"> <li>• Continue a learning task for a limited time</li> <li>• five minutes cool off – inside or outside</li> <li>• Time may be taken off break/lunchtime</li> <li>• If inappropriate behaviour continues, the teacher will consult with a member of the Senior Leadership Team and record it in the class record book which is brought to the weekly Book of Concerns meeting which all staff attend.</li> <li>• If unacceptable behaviour persists, parents will be informed and invited in to discuss problem.</li> </ul>

## Equality

The school expects that all members of the community to apply this policy consistently, fairly and without prejudice to all pupils in our Christian community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because their sex, race, disability, religion or belief, sexual orientation or because of gender reassignment. For children with additional needs, this includes a duty to make reasonable adjustment to policies and practices.

## Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The school keeps a variety of log books and these are monitored for patterns of incidences.

### Logs kept:

- Behaviour Log – for serious playtime and classroom incidents – kept by all staff.
- Exclusions Record – Kept by the Headteacher
- Bullying and prejudice related incidents – kept by Headteacher – and reported to the local authority as appropriate.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Bullying**

In line with our Christian values all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God.

The school does not tolerate bullying of any kind, whether it be physical, attacking property, verbal, psychological or cyber. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour by following our Anti Bullying policy.

Bullying can be based on any of the following things:

- Race
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual Orientation (homophobic or biphobic bullying)
- Gender Identity (transphobic bullying)
- Special Educational Needs or disability
- Appearance or health matters
- Related to home or other personal situations
- Related to another vulnerable group of people
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Pupils are taught about bullying as part of the whole school curriculum, with a particular focus during PSHE activities and assemblies. We expect all members of our community to communicate with each other with respect and courtesy. Bullying of any type will not be tolerated by the school and will be dealt with under the procedures within the school's Anti-bullying Policy.

## **Appendix 1 Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Cheshire West and Chester and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a Disciplinary Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body will review this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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