

## Behaviour Policy

### Supporting Learners at Rumboldswyke Church of England School

#### 1. Our school ethos

**Motto:** Love Life, Love Learning, Love God's World

**Vision:** Our vision is to provide a nurturing, creative, Christian community where everyone will achieve with confidence and enjoyment. We will nurture growth and development in all aspects of school life so that everyone will embrace 'Life in all its fullness.' John 10:10.

**Love**, our core Christian value is central to every decision and action we take. We are all loved by God: in return we love life, love learning and love God's world. Three main Christian values underpin this: compassion, respect, hope.

**Compassion** - caring about someone else's feelings and trying our best to understand how others might be feeling, and offering to help that person

**Respect** - for others and our environment. We are all different and think differently but we are all special, and we celebrate our differences. We treat others as we would like to be treated.

**Hope** - we have high hopes and aspirations for our future, our school and community. We understand that faith gives us hope for both now and for our future, and this hope brings confidence. Hope for us means that there is always a future whatever situation we are in, because God promised to never leave us, to always love us, and to help us in times of need.

The Behaviour policy is one of the building blocks that enable this ethos statement to be achieved.

#### 2. Principles

- The Behaviour Policy is designed to promote positive behaviour, self-discipline and respect: all children have the right to learn and teachers the right to teach.
- Effective learning thrives on positive relationships.
- Everyone has the right to feel valued, respected, safe and happy in school.
- All adults will model and teach expected behaviour.

#### 3. Rationale

Good behaviour and discipline is promoted using a positive approach of encouragement and praise which nurtures intrinsic motivation: this helps enable children to become lifelong learners who take pride in their achievements and play a positive role in society. We teach and model the building of a supportive community, based on mutual respect and good relationships between all members. Children who learn how to recognise self-worth and how to promote the self-esteem and wellbeing of themselves and others, will develop a sense of self discipline, self-control and an acceptance of responsibility of their own choices.

#### 4. Our School Rules

**Ready, Respectful, Safe.** A memorable set of three words which encompass the values and rules of our school. These will be the basis of all discussions about behaviour, whether for a positive or poor choice.

#### 5. Rights and Responsibilities

We recognise that everyone, including staff and parents, has the right to feel valued, respected and safe whilst at school. In return, everyone has a responsibility to respect and value others.

### **Pupils have a right to:**

- Learn in a friendly, positive, engaging, safe, clean and supportive school environment.
- Be treated with respect.
- Be valued, be heard and feel able to express their opinions respectfully.
- Have adults make decisions that are best for them.
- Develop their talents and abilities.
- Receive help when they need it, whether with their work, or to talk through behaviour or worries.
- Make mistakes and learn from them.

### **Pupils have a responsibility to**

- Show courtesy and respect to other people and their property.
- Allow others to learn in a peaceful, respectful and safe learning environment.
- Be co-operative and considerate.
- Listen to the views of others.
- Accept ownership for their choices.

All adults involved have shared responsibility for teaching behaviour and supporting the ethos statement.

### **All Staff have a responsibility to:**

- Develop a positive relationship with pupils, which may include:
  - *Greeting pupils in the morning/at the start of lessons*
  - *Establishing clear routines*
  - *Communicating expectations of behaviour in ways other than verbally*
  - *Highlighting and promoting good behaviour*
  - *Concluding the day positively and starting the next day afresh*
  - *Having a plan for dealing with low-level disruption*
  - *Using positive reinforcement*
- Model positive behaviour through their choices and social interactions. **Ready, Respectful, Safe.**
- Foster caring relationships.
- Nurture intrinsic motivation.
- Discuss behaviour choices encouraging reflection on other's perspectives using a restorative approach.
- Rehearse how things should be done.
- Teach behaviour and make expectations clear.
- Use appropriate tone and gesture.
- Keep areas tidy and well looked after.
- Record any behaviours noticed which cause concern on CPOMS. There may be a pattern in behaviours so it is important to build up a bigger picture.
- Communicate effectively with parents.

### **The Head of School has a responsibility to:**

- Communicate policy to all stakeholders.
- Monitor delivery and effectiveness of policy.
- Support children, parents and staff who are experiencing significant difficulties.
- Receive complaints and respond appropriately.
- Take immediate action in response to a serious incident.
- Investigate serious incidents, following county guidelines.
- Co-ordinate the support for a child returning to school after a fixed-term exclusion.

**Parents have a responsibility to:**

- Inform the school of incidents and concerns.
- Work in partnership to support the school's Behaviour Policy.
- Treat their own and other people's children with respect.
- Treat staff with politeness and respect.

**Governors have a responsibility to:**

- Review the school policy and monitor effectiveness.
- Hear parental appeals regarding exclusion

**6. Teaching Behaviour**

Our expectations with regard to discipline and behaviour are high and emphasized in all aspects of school life and by all involved at school. It is often too easy to recognise poor behaviour choices: the children will be helped to recognise examples of positive behaviour choices whenever possible. Our aim is to help children to become intrinsically motivated, work together to achieve collectively and to teach and model behaviour at all times.

**Recognising Positive Choices**

- Praise effort.
- Encourage reflection on the feeling of pride and achievement.
- Consistent specific verbal praise.
- Communicate with parents.
- Showing work to another teacher/ Head of School.
- Display work the children are proud of.
- Involve the children to notice positive choices.
- End the day with a positive reflection.
- Positive notes home on Seesaw.

**Dealing with Poor Choices**

- Repeat behaviour expected: give reminders.
- Get children to repeat expectations back.
- Use of choice with an awareness of expectation/ consequence.
- Allow take up time.
- Relocation within the class to support, a chance to try again.
- Encourage children to take responsibility, use restorative approaches.
- Give private advice/ consequences always explaining reasons for decisions.
- Visual signals, non-verbal cues
- Removal of distraction to support
- Communicate with parents.

At times, there is unacceptable behaviour in school. Usually this can be dealt with using the strategies above. However, if behaviour is:

- consistently affecting other pupils' ability to learn,
- threatening the safety / welfare of pupils or staff,
- persistently defiant or uncooperative,
- causing deliberate damage to property or equipment

this is seen as a serious incident. The Head of School/ SLT will decide on the most immediate and efficient course of action to maintain safety and order. This will usually be removing the child/ children from the situation so they are isolated from other children. They will be supervised at all

times. If the child is emotional they should always be given a cool off period in a safe place. They should not be questioned straight away unless absolutely necessary for their own or others safety. This will also allow time for the incident to be investigated fully.

Parents will be contacted to discuss ways of supporting the child/ children.

In rare circumstances, parents may be asked to remove the child from school for a temporary period. This is known as a fixed-term exclusion. The Head of school will remain in contact with the parents to devise a way forward.

## 7. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our RHSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

It is important to help children to distinguish between friendship disputes and squabbles, teasing and bullying. The children are taught a mnemonic to help them understand what bullying is '**STOP**' - **S**everal **T**imes **O**n **P**urpose.

Staff are encouraged to report anything they are worried or concerned about, recording this on our safeguarding platform: CPOMS. This will collate all behaviour incidents so staff can look for patterns or triggers. Staff can also make others aware when specific children need support or guidance. This ensures adults can be extra vigilant and aware of any disagreements amongst pupils which may lead to bullying. When an incident deemed to be bullying is identified several different actions can be taken dependent on the individual circumstances. These could include;

- Seeking the views of others who may have witnessed bullying incidents and recording witness statements.
- Discussing the incidents with those involved individually and then often together.
- contacting parents.
- Developing a circle of friends to support those affected by bullying.
- Providing a 'named adult' within school to support victims and offer suitable interventions.

## **8. Power to use reasonable force.**

Staff have the power to use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

## **9. Children in need of additional Intervention**

Some children need additional support in learning how to behave appropriately. Behaviour is always trying to communicate an unmet need. Social and emotional difficulties can have a clear impact on aspects of learning for the learner and others in the class. We see social and emotional needs as a learning difficulty so will use individual provision for the children who need it. (See SEN policy)

## **10. Complaints**

Complaints from parents should be directed as outlined in the school's complaint procedure.

## **11. Other supporting documents**

- SEN Policy
- Complaints Policy
- Safeguarding Policy
- RE