

THE AIMS OF CLIVE CE PRIMARY SCHOOL and NURSERY

We are positive about the advantages of being a small school and seek to build on these. Particularly significant for us is the idea of a family, with older members supporting and caring for younger members.

The following aims, though not intended to represent an order of priority, indicate the general philosophy of our school.

- To create a happy, calm, secure and stimulating environment within which pupils are encouraged to develop and attain their full potential.
- To provide an enriching, balanced curriculum which offers children enlivening learning experiences both in and out of school.
- To foster the development of responsible, well balanced and tolerant individuals.
- To equip pupils for their roles in a rapidly developing world - encouraging creativity, independence and self discipline.
- To strive for high standards in all aspects of school and personal life.
- To develop the whole child by providing education of the highest quality within the context of Christian belief and practice.
- To develop a positive and close relationship between home and school, through involving parents in their children's school life in a range of ways.
- To make the school an important part of community life and the community an important part of the life of the school.

Our Behaviour Policy is designed to provide the above aims in partnership with all of the school staff, the governors, the children and their parents.

THE ETHOS OF CLIVE CE PRIMARY SCHOOL and NURSERY

Clive CE Primary School and Nursery aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils.

At Clive CE Primary School and Nursery we believe that there should be a positive atmosphere where everyone feels respected, liked, safe and happy enabling a child to feel secure enough to respect others and behave well.

To promote this ethos, we recognise the importance of providing a pleasant and stimulating learning environment and a broad and balanced curriculum.

We believe the key to success is the development of positive relationships which will provide a valuable basis for resolving conflicts if they arise and in promoting an effective climate for teaching and learning.

By seeking to develop a positive atmosphere in school based on mutual trust we will be able to alleviate problems associated with inappropriate behaviour.

A key element in the development of positive behaviour management is the role of Circle Time and SEAL or SEAD.

Circle Time forms part of the curriculum and provides a useful vehicle for shaping desired behaviour. It also is a means to enhance self-esteem, build trust and confidence, teach social skills, explore personal issues, encourage caring and co-operation as well as examining strategies and solutions for resolving conflicts.

ROLES AND RESPONSIBILITIES

For a Behaviour Policy to work effectively, staff, children and parents have a responsibility to work together to achieve common aims.

The Headteacher and Governing Body have overall responsibility for ensuring an effective Behaviour Policy is in place and to carry out monitoring and regular reviews.

It is the joint responsibility of all teaching and non-teaching staff to contribute to the implementation of the Behaviour Policy. Poor behaviour may be a symptom of another underlying condition and this will be investigated by the class teacher and the SENCO. The SENCO will also liaise with outside agencies, such as the Behaviour Support Team.

Learning Mentors support children with behavioural management through activities and games. They also liaise with the Headteacher, SENCO and outside agencies.

CLIVE CE PRIMARY SCHOOL and NURSERY RULES

1. Follow instructions.
2. Always respect one another.
3. Care, share and be fair.
4. Treat other people's belongings with respect.

BEHAVIOUR CHART

Each Class has a behaviour chart displayed in their classroom to promote good behaviour. It has four elements:

- Sunshine
- Rainbow
- Cloud
- Thunderstorm

Children begin each day on the 'sunshine'. It is understood that all children start the day positively on the sunshine. Moving down the chart is a visual indication that behaviour is falling below the expected level. If a pupil does fall down the chart, they can move back up towards the sunshine by making extra efforts to improve behaviour. If, at the end of the day, a child is still on the cloud then they shall miss part of the following day's break as a consequence. If still on the thunderstorm, they will sit with Miss Lucas to have their lunch away from the rest of the children.

REWARDS FOR GOOD BEHAVIOUR

At Clive School we take a positive view of behaviour and recognise the importance of good behaviour.

We use a range of rewards within the school from Nursery to Year 6:

- non-verbal rewards, e.g. smiles, thumbs up, claps etc;
- verbal praise;
- in Foundation Stage children are given stickers;

- children receive house points or raffle tickets for good work and behaviour;
- achievement awards are given out weekly for improved work and behaviour.

Whole classes can be given the reward of:

- an extra playtime outside
- a fun activity, e.g. heads down, thumbs up.

We believe that good behaviour and work is not only noted but is praised. This is passed on in a number of ways:

- the child might be sent to another adult for additional praise;
- the child/class might be praised in assembly;
- the teacher might speak to a parent directly;
- the headteacher might speak to a parent directly.

Other awards which praise good behaviour or achievement are:

- 'Caring for Others' and 'Caring for the Environment' trophies;
- Outstanding Pupil, Citizenship and Achiever of the Year;
- Rotary Club's Young Achiever of the Year;
- Annual achievement certificates for outstanding progress;
- Star Pupils mentioned in the school newsletter – The Friday Post;
- Certificates presented in assembly eg sports, attendance, swimming, Bikeability.

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

Clive CE Primary School and Nursery takes a positive approach to behaviour management. When a child shows undesirable behaviour or breaks the school rules then the consequence of their actions will be explained. We will make sure the child understands the reason he/she is in trouble, why the behaviour was unacceptable and its effect on others in the school. Strategies to avoid the behaviour repeating itself will also be explored.

It is important that the discussion -

- is discreet and as soon as possible;
- is fair and appropriate;
- avoids humiliation of the child;
- brings into play a known range of sanctions as a consequence of breaking the school's rules and expectations.

As far as possible sanctions that match the offence will be discussed with the child. Examples of sanctions could include:

- Missing playtime
- Missing lunchtime playtime
- Internal exclusion at lunchtime (i.e. eating lunch separately)
- Missing clubs
- Letters of apology to staff/affected individuals

It is important that the child knows it is the behaviour that is unacceptable, not the child themselves.

Pupils need to learn that negative consequences are a natural outcome of misbehaviour. Misbehaviour can take two forms:

- Disruptive
- Non-disruptive

Non-Disruptive Behaviour is not so easy to recognise or respond to. The pupil is not disturbing others but is not paying attention or following instructions either. It should not be ignored but neither should it have an immediate consequence. Try to redirect the pupil by:

- the look;
- physical proximity;
- mention the pupil's name in an instruction or in the course of your teaching;
- praise someone close to the pupil for doing the right thing, i.e. proximity praise.

Disruptive Behaviour means that a pupil is preventing other pupils from learning in a safe environment.

Unacceptable behaviour will result in:

In the first instance there will be a discussion with the teacher which may result in the withdrawal of a privilege eg playtime.

If actions are repeated this will lead to a discussion with the parent and / or headteacher.

Disruptive behaviour may result in 'Time out of Class.' The length of time 'out of class' will be determined by the Headteacher

If the unacceptable behaviour continues then a letter will be sent to parents and they will be invited into school for a formal meeting to discuss their child's behaviour, which may lead to the involvement of outside agencies.

Unacceptable behaviour is recorded in the 'Learning Mentor File', located in the School Office.

More serious incidents of unacceptable behaviour may be fast tracked through these consequences. Fixed term or permanent exclusions follow advice set out in the DFE Policy Guidance on Exclusions and include situations where the safety and wellbeing of others in the school (children and adults) must be considered. Examples of the behaviour which may result in exclusions (fixed or otherwise include:

- Verbal and physical abuse

- Absconding from lessons/school
- General disruption of lessons
- Lack of respect
- Bullying
- Racism

This list is not exhaustive and exclusions may be applied depending upon the severity of each case.

BEHAVIOUR INVOLVING BULLYING

Please refer to the anti-bullying policy for further guidance.

HATE INCIDENTS

Hate incidents are “those committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation” (HM Government).

Such behaviour is any hostile or offensive action or words by a person/child of one group or culture against a person of another group.

Hate incidents include remarks and name calling, threats, taunts or physical abuse.

Such incidents will be recorded, reported and consequences implemented. The aim of the consequences is to change the behaviour of the individual being hateful and reassure the victim that the incident has been taken seriously. As with other behaviour incidents, consequences will vary according to the age, frequency and severity of the incident.

To support anti-hate incidents the school will offer individual/peer counselling, the school will work through Circle Time, PSHE, RE, story/drama etc., to develop an understanding of hate incidents and an acceptance of all minority groups.

WORKING WITH PARENTS

We strongly encourage parents to be involved in their child’s education and believe that they should be informed of their child’s behaviour whether positive or negative.

Members of staff may only contact a parent/carer on school approved mobile phones. Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Home/School Books may be used to improve communication with parents and to provide a chronology of events.

WORKING WITH OUTSIDE AGENCIES

Children who are showing repeated unacceptable behaviour will have an Individual Behaviour Plan drawn up in consultation with the child, parents, SENCO, child's teacher and Headteacher. If this plan proves ineffective over a period of time and following consultation with parents, a referral may be made to outside agencies such as Compass, Educational Psychologist or Behaviour Support Team for advice and support.

There is the possibility that a child could be fast tracked through depending upon the severity of the behaviour problem.

OUTLINE OF DEVELOPMENT, MONITORING AND EVALUATION

The effectiveness of the Behaviour Policy will be reviewed on a regular basis as part of the role of the Headteacher and the SENCO. This will lead to an annual review and report to the Governing Body.

Reviewed and Adopted by the Curriculum Committee on

Chair

Date:.....