

## Behaviour Policy

***This policy has been written to reflect the school mission statement “Discovering, Learning, Believing Together”.***

Reviewed on: November 2021	Reviewed by: Tom Briggs
Next Review Due: November 2022	

At High Ham we encourage everyone to flourish: believing in themselves and others, growing in wisdom and knowledge, discovering the joy of learning, the comfort of friendship, and the wonder of God’s world.

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour, which includes cyberbullying, and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

These aims have been written to reflect our ethos statement which was updated in 2019 in conjunction with all stakeholders:

NB: This is on display throughout the school.

### **DISCOVERING LEARNING BELIEVING TOGETHER**

At High Ham we encourage everyone to flourish:  
believing in themselves and others,  
growing in wisdom and knowledge,  
discovering the joy of learning,  
the comfort of friendship,  
and the wonder of God’s world.

During the 2018/9 academic year, we reviewed our school strapline, ethos statement, ethos and values and designed a new one which was led by Rev. Jess Pitman as well as our work with the Diocese which also involved all stakeholders. This is now an integral part of our school and reflects the ethos and vision on which we have built our curriculum. Our whole school display relating to the ethos is in the main entrance of the school.

### Our School Values

JOHN 15.5-17

“I am the true vine, my father is the gardener, and you are the branches. If you remain in me and I in you, you will bear much fruit...

“As the Father has loved me, so have I loved you. Now remain in my love. I have told you this so that my joy may be in you

and that your joy may be complete. My command is this: Love each other as I have loved you. Greater love has no one than this: to lay down one's life for

one's friends and I have called you friends...You did not choose me, but I chose you so that you might bear much fruit—fruit that will last—This is my command: Love one another.

**VALUES** *'fruit that will last'*

**THANKFULNESS**

**FRIENDSHIP**

**HOPE**

**JOY**

**COURAGE**

**CREATIVITY - all rooted in WISDOM and LOVE**

Rewards are regularly given to children demonstrating our school values – we focus on a particular value from those shown above, each half term.

### **Code of conduct**

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable; neither is retaliation nor cyberbullying. Repeated or serious incidents will lead to exclusion.

- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause harm to another child.
- Children should wear the correct school uniform.
- Children should not have mobile phones or electrical devices at school unless expressly permitted by the class teacher for a special reward. If it is necessary for a child to have their mobile phone to use after school hours, it must be given to the school office for safe-keeping until the end of the school day.

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

We operate a Rewards and Sanctions Scheme which is demonstrated by using these flowcharts below:

NB: These are also on display throughout the school and reviewed annually.

### **Incentives to positive behaviour**

We believe the ideal rewards are the intrinsic rewards offered by:

- good relationships
- a stimulating curriculum
- positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

### **Sharing work**

In recognition of a particular task or behaviour the pupil may share success with others:

- The class
- The neighbouring class or teacher
- An adult chosen by the child
- The Head teacher
- Parents/ wider community using the class Twitter feed

### **Reward system**

Behaviour awards are designed to encourage our children to show exceptional levels of behaviour, displays of thoughtfulness and kindness to those in our school community.

Key Stage 1 classes award a 'Star of the day' each day. This award is tweeted on the class Twitter feed along with a short explanation of why they have been chosen. In Key Stage 2, a 'Star of the week' is chosen each week which is tweeted on the class Twitter feed along with a short explanation of why they have been chosen.

We use ClassDojo to award house points to reward children for excellent behaviour or work. Each week, these house points are totalled, and rewards given. In each class, there is a 'house point hero' for each of the four houses. This is the child who has accumulated the most points that week. They are given a 'house point hero' sticker.

The house that has earned the most points across the school each week are awarded the house cup and rewarded with extra play time on Friday.

We also have special rewards throughout the year with different focuses. These include:

- Reading
- Handwriting
- Sport
- Kindness

### **Discouraging Unacceptable Behaviour and Restorative Justice**

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:

- Understanding of what was wrong
- Understanding the feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

It is also important to understand the reasons behind a child's actions. Checking to see if there are underlying issues causing the behaviour is vital to preventing further incidents.

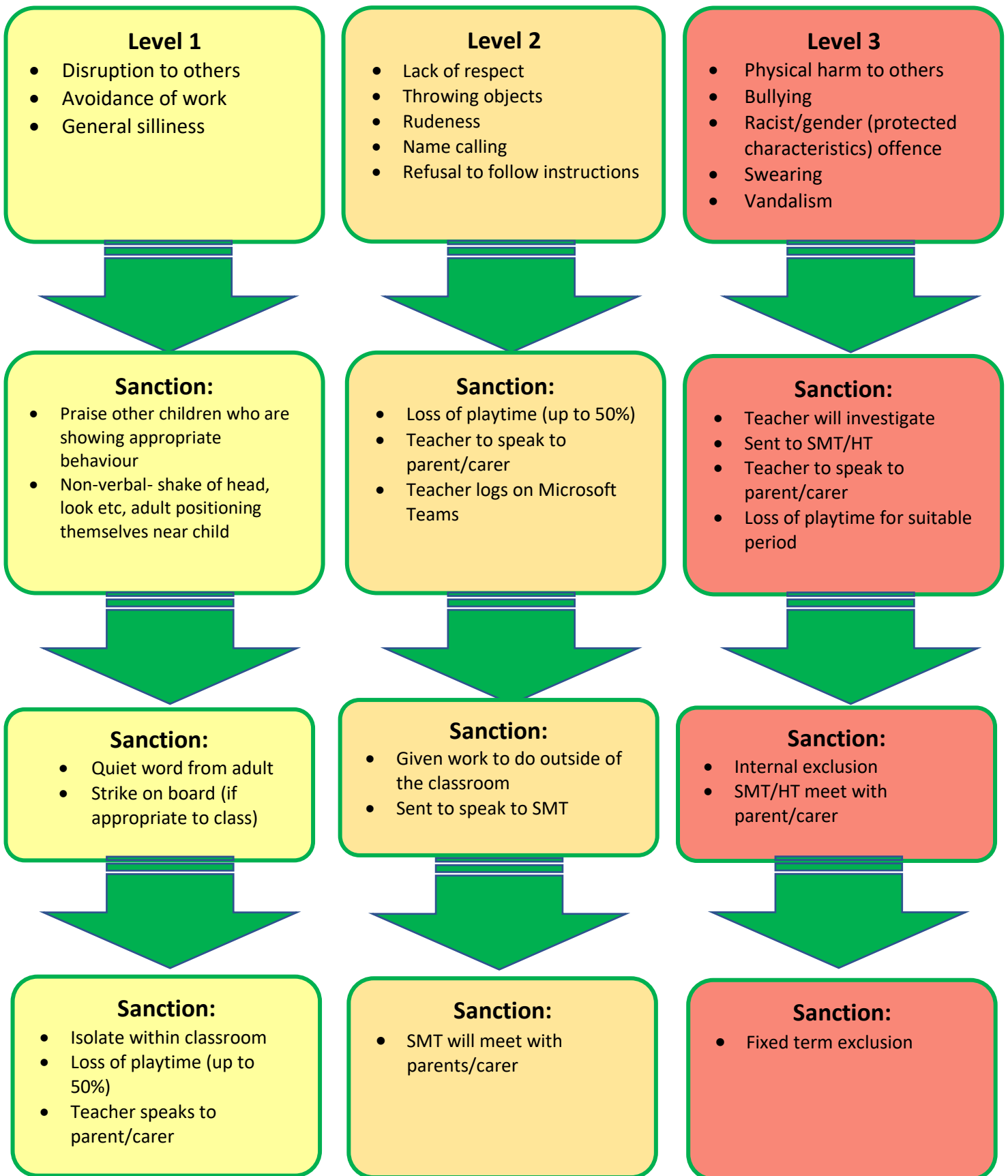
However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

**NB It is important at all times to criticise and target the behaviour and not the child.**

### **Specialist support**

We recognise that there are groups of learners in the school who require a differentiated or personalised approach to support them with developing positive behaviours and approaches to managing their social and emotional needs. PFSA, targeted outside agencies and support staff will work with appropriate individuals, groups of children, parents, carers and outside agencies in order to develop successful provision for these learners. These learners will have an individualised approach to rewards, working towards small steps of progress in a more immediate way with the use of specific visual and verbal prompts and resources. Children may require individual rapid support plans to ensure they have consistent support throughout the school day.

## Behaviour flowchart for High Ham C of E Primary School



- In some cases, this flow chart may not be followed in order. Consideration is given to the severity of the incident and the age, emotional stage of development and special needs of the child
- Level 2 and 3 incidents must be recorded on Microsoft Teams
- Incidents of bullying must be logged on 'My Concern', and bullying policy procedures followed

### **Lunchtime Supervision**

At lunchtime, the Midday supervisors carry out supervision. They can refer to the headteacher or the class teacher if necessary. The Supervisors remind the children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of situation.

We encourage that the supervisors are treated with the respect expected by all adults at High Ham School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the headteacher and the class teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

We have a list of playground rules which are updated annually and are on display in the playground.

### **Parents**

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending Parent's Evenings, parent functions and by developing informal contacts with the school.
- Knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

### **Incident Book**

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- Loss, theft, or damage to property.
- Any other incidents or matters of a serious nature.

These incidents are those, which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

### **Preventative Strategies**

During circle time in class as well as making good use of the class 'Sharing Box' we try to discuss issues around behaviour that we have noticed are happening. We also have 'golden rules' which were written as a whole school and are on display in the playground.



### **Intervention**

If a child violently attacks another child or adult and does not respond to a request to calm down, then intervention is necessary (see restraint policy).

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

The head teacher and relevant staff will work with the parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

### **Review**

This policy will be regularly reviewed and updated as and when appropriate. As a school, we follow the policy but are also flexible in our approach to each individual child.

### **After School Childcare Additional Note:**

This policy is reflected in the practice of the school after school childcare club as well (High Ham monkey Madness).

### **e-Safety Additional Note:**

When reviewing this policy, e-safety considerations per the e-safety policy have been taken into account.

### **Policy Impact Statement:**

As part of our single equality scheme each school policy reflects the checklist relating to how the policy impacts on minority groups of people as outlined in the scheme.

### **Behaviour Policy Update September 2020 Covid-19**

As with all aspects of behaviour the age, Special Educational Needs and level of understanding of the child will need to be taken into consideration.

If a child is not able to keep to the class/school rules with particular reference to Covid-19, they will be swiftly removed from class (for example, for spitting) and asked to work in isolation, parents/carers would meet with the class teacher at the end of the day. In terms of repeated incidents then we would continue to follow the county exclusion procedures.

***This policy should also be read in conjunction  
with the 'Anti-bullying' policy.***