

Behaviour Policy

This policy has been written to reflect the School Ethos Statement:

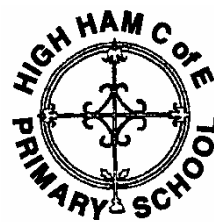
DISCOVERING LEARNING BELIEVING TOGETHER.

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.

Reviewed on: July 2020	Reviewed by: Karen Evans
Next Review Due: July 2021	

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.



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- 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.

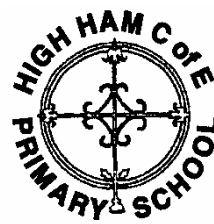
DISCOVERING LEARNING BELIEVING TOGETHER

At High Ham we encourage everyone to flourish:
believing in themselves and others,
growing in wisdom and knowledge,
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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



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“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

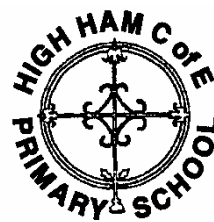
COURAGE

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.

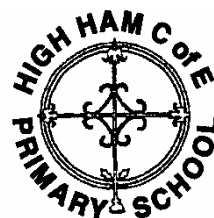
Code of conduct

- All members of the school community are asked to respect each other.



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- 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.
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- Children are expected to be punctual.
 - Children must not bring sharp or dangerous instruments to school, or any item that might causes harm to another child.
 - Children should wear the correct school uniform.



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- 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.

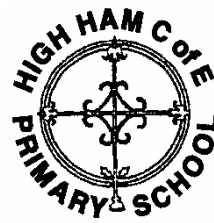
This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

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.

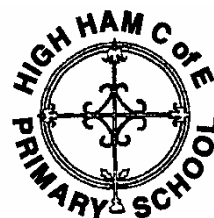
Rewards Chart

<p>If I am showing one of our class rules, I will get 1 dojo point/sticker/ coupon.</p> <p>If I produce some pleasing work, showing that I have been trying hard, I will get 1 dojo point/ sticker/ coupon.</p> <p>If I drink all the water in my bottle during the day I will get 1 dojo point/ sticker/ coupon.</p> <p>Dojo points are accumulated on an individual and class basis. Each class has</p>	<p>If I have worked and or behaved really well all day I may be chosen to be Star of the Day. I might get a certificate or sticker, or sit on a cushion, use a special pencil or wear a crown. (Privileges negotiated in each class.)</p>	<p>If my teacher is really pleased with me they might give me 2 or more dojo points. This could be for excellent work or being helpful or showing really good behaviour. If it is for excellent work I will be sent to show my work to another teacher.</p>	<p>If my work or behaviour is exceptionally pleasing I will be asked to go and see Mrs Rosser (or Mrs Edwards if Mrs R is not available) for praise and acknowledgement.</p>	<p>If I have shown continued good attitude to work, I will be selected for an assembly reward.</p>

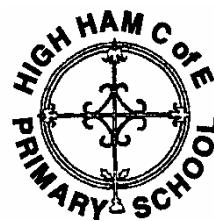


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created a list of points and associated rewards, negotiated with own class.				
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Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Avoid doing my work. Do not put a lot of effort into my work.	Talk when someone else is talking. Do not take responsibility for my own actions.	Am cheeky or rude. Throw things. Call people names. Do not respect things. Swear or use inappropriate language.	Kick or hit anyone. Act in a threatening or intimidating way to my peers. * Racial incidents will be reported to County	Swear at an adult. Fight. Steal. Vandalise anything (graffiti).	Leave the school site without an adult (or permission from an adult)	Hit a member of staff. Act in a threatening manner towards a member of staff. Assault anyone.
My teacher will have a quiet word with me, move me to another place, show me a good example.	My teacher will talk to me and explain what I need to change.	My teacher will investigate and if appropriate I will lose my break or something I like doing. My teacher will speak to my parents/carer.	My teacher will investigate and if appropriate I will lose my break or something I like doing. My teacher will speak to my parents/carer.	My teacher will investigate and I will be sent to the Head teacher. My teacher will speak to my parents/carer.	My parents/carer will be phoned.	My parents/carer will be phoned and I will be sent home from school. My Head teacher will decide when I am allowed to return to school.
If I do it again I will lose my break time or something I like doing. (No more than 50% lunch break)	If I do it again I will lose my break time or something I like doing. (No more than 50% lunch break)	If I do it again on the same day I will be given work to do outside of the classroom. I will be sent to speak to the Head teacher. (SMT).	If I do it again on the same day I will be given work to do outside of the classroom. I will be sent to speak to the Head teacher. (SMT).	If I do it again I will not be allowed to work in my class. The Head teacher will speak to my parents/carer.	If I refuse to return to the school site I will be sent home with my work.	If I do it again when I return to school I will be asked to leave the school.
If I continue to do it my teacher will speak to my parents/carer.	If I continue to do it my teacher will speak to my parents/carer.	If I continue to do it the Head teacher will meet with my parents/carer.	If I continue to do it the Head teacher will meet with my parents/carer and I will be sent home.	If I continue to do it the Head teacher will meet with my parents and I will be sent home.		

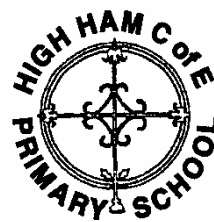


School Action:	School Action:	School Action:	School Action:	School Action:	School Action:	School Action:
Teacher speaks to parents/carer	Teacher speaks to parents/carer	Teacher speaks to parents/carer. Teacher logs incident if child is sent to HT. HT meets with parents/carer if necessary.	Teacher speaks to parents/carer. Teacher logs incident if child is sent to HT. HT meets with parents/carer and logs meeting. A fixed term exclusion is instigated.	Teacher speaks to parents/carer. Teacher logs incident if child is sent to HT. HT meets with parents/carer if necessary. If behaviour is repeated a fixed term exclusion is instigated.	Incident logged by head teacher. A fixed term exclusion is instigated.	Relevant paperwork completed and a fixed term exclusion instigated. CoG and County informed. If repeated on return a permanent exclusion will be instigated.
			If Racial incident inform CoG and County			

All staff promote positive behaviour through individual awards giving house points to each colour team. We also use dojo points as well as a range of stickers and class reward systems which are tailored to the needs of the class.

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.



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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

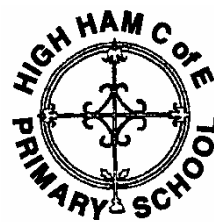
Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parent's Evenings, parent functions and by developing informal contacts with the school.
- By 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.



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- 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).

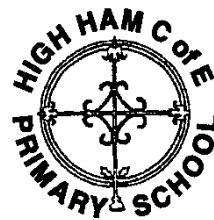
Challenging Behaviour

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.



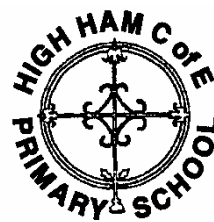
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Intervention

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.



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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:

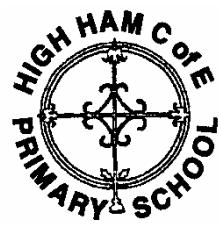
As part of our single equality scheme each school policy reflects the checklist relating to how the policy impacts on minority groups of people as outlined in the scheme.

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.***



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