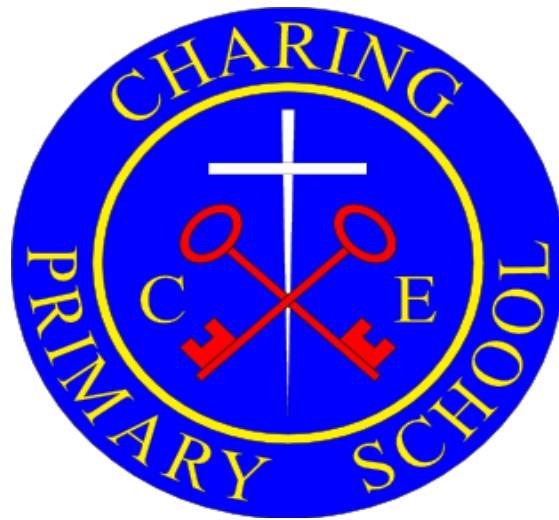


Charing  
Church of England  
Primary School



Behaviour Policy

## Behaviour Policy

### Our Christian Vision and Values

“Our school is an inclusive family, proud of our faith in God and friendship with the community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team”

Confidence Determination Faith Friendship Respect

At Charing Church of England Primary School, we believe that every individual has the right to learn in a happy, safe and secure environment as identified in our Christian vision and values.

### Aims

This policy exists to provide a framework for supporting the aims of Charing Church of England Primary School in ensuring every individual flourishes within our community. It will do this through;

- Encouraging a calm and purposeful atmosphere within the school.
- Helping our children develop into caring and thoughtful individuals who accept, respect and value the feelings, opinions, beliefs and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Help create a positive, stimulating learning environment with clear expectations where positive attitudes and behaviour are encouraged and rewarded.
- Allow all children equal opportunities to learn.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- Fostering and promoting good relationships, working as a team and supporting and encouraging each other.

### Rules

We follow these school rules;

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

### Rewards

These may include:

- ‘Star of the day or week’
- ‘Dojos’

- Stickers
- Phone calls, letters or emails to parents/carers
- Special responsibilities or privileges
- Certificates linked to our Christian values
- Special mention in Collective Worship as appropriate

### The Restorative Approach

Positive behaviour choices can be fostered and negative behaviour pre-empted through focused development of a sense of community.

The school uses the ‘Restorative Approach’ for dealing with incidents in the school day. Check in class discussions enable us to gauge children’s emotional well-being and behavioural mind set.

Children who present as ‘vulnerable’ are supported by their peers collaboratively or 1-1 by class staff.

Where incidents do occur, children are involved in ‘conferencing’ – discussing the events and reflecting on their choices. The focus is to restore ‘balance’ and approach each behavioural incident as a learning opportunity and a chance to reflect, particularly in relation to our Christian vision and values.

### Emotional well-being

At Charing Church of England Primary School, we endeavour to encourage the growth of the whole child. We look beyond today and aim to prepare our children for the opportunities and challenges of the future.

Through our universal, group and personalised provision we aim to equip our children with a bank of skills to support their emotional wellbeing. We identify behaviour as communication and take a responsive approach when children are communicating a difficulty.

For children who need additional support with self-regulation we utilise a range of strategies which can include but are not limited to:

- Sensory circuits – a drill of physical activities that are used to support children with their focus and their ability to manage distractions
- Access to Nurture provision.
- Key staff/pupil coaching

Children will be reminded of techniques for self-regulation as appropriate.

### Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, Charing Church of England Primary School recognise that it may be necessary to employ a number of sanctions to enforce our school rules, be in line with our Christian vision and values and ensure a safe learning environment.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If a child chooses to not follow a school rule the following sanctions will be used (in this order);

1. A reminder about the rule not being followed
2. An appropriate warning
3. A short time away from the group or task to reflect on behaviour
4. Minutes off a break or lunch time to reflect on behaviour

Should the behaviour be an ongoing problem an individual behaviour plan will be put in place with specific targets to achieve. This will be shared with the child and parents.

Should the behaviour be unprovoked or aggressive then seclusion may be used. This will be time out with the Headteacher for a set period of time with work set by the class teacher.

### Severe Clause

In cases of severe behaviour, such as a physical assault, the incident is referred directly to the Headteacher or Senior Leader.

### Liaison with parents

Parents will be kept informed about their child's behaviour as appropriate. If it appears that this has to be monitored on a regular basis a 'home/school contact book' may be started and such discussion will detail procedure according to the individual.

A period of 'Fixed Exclusion' may prove necessary if all measures have been undertaken with little signs of improvement. Should this be the case, parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of this meeting will be to discuss strategies to ensure that the negative behaviour is not repeated. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

### Outside Agencies

There could be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Inclusion Manager and Headteacher, or as a

result of discussion at a LIFT meeting. Any outside agency will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include: Educational Psychologist, Occupational Therapist, Clinical Psychologist, Speech Therapist, School Nurse, Social Services, Counselling Services and Specialist Teaching Service.

#### Statement for parents

In our school, the wellbeing of our children is paramount. To this end, staff role model appropriate and acceptable behaviour at all times. Should a child be in distress, staff will act 'in loco parentis' as appropriate to comfort the child and inform parents a necessary.

In respect to safeguarding children, there may be occasions, where for health and safety reasons, it is necessary to physically restrain a child.

Key members of staff are trained in positive handling and de-escalation techniques.

#### Monitoring

The Headteacher will continually monitor the behaviour throughout the school and in consultation with the staff, review this policy annually.

#### Links to other policies

This policy is integral to all school policies. It has key links with policies such as:

Safeguarding

SEND

Anti-bullying

Online safety

*September 2021*