

Balcombe C E (C) School



Behaviour Charter & Guiding Principles Policy

Adopted by Governors: 2003

Reviewed: Mar 2012
Nov 2012
Mar 2014
Jan 2016

Next Review: Jan 2018

Policy Statement

This policy was written by the staff, children and governors at the school. Our starting point is the belief that children learn more effectively in a happy, safe and ordered environment. The emphasis is to highlight the positive; to encourage, praise and draw attention to good behaviour; for children to show self-discipline and to behave in a considerate and thoughtful way – not because of fear of punishment but because that is what is expected in a civilised, Christian, caring school community.

Policy Objectives

Balcombe Primary School wishes to foster good behaviour by establishing good relationships between pupils, teachers and parent/carers and by nurturing a Christian atmosphere of mutual respect and trust within the school.

Behaviour Charter

We are a happy school because we make good choices;

- ◆ We respect each other and our school
- ◆ We are polite, kind, caring and forgiving
- ◆ We behave safely and thoughtfully
- ◆ We help each other to be the best that we can

Guiding Principles for the Behaviour Policy

- To provide an approach consistent with the Christian values expressed in the school ethos, including principles of forgiveness, reconciliation and opportunities for a fresh start.
- Recognition that good behaviour is a pre-requisite for effective teaching and learning.
- Recognition that good behaviour is a community responsibility and applies to the whole school community including: parents and carers, governors, visitors, students, contractors, staff and children.
- Recognition that parents, carers, as first and continuing educators, can have the most powerful influence on their children's behaviour and learning throughout their school life and therefore a close and successful home: school partnership is vital.
- The need for full involvement of pupils in planning initiatives to promote good behaviour and self-discipline.
- Staff are "proactive" in discouraging inappropriate behaviours and are "reactive" in response to incidents of inappropriate behaviour by following the school's agreed approach.
- There is strong leadership and support, providing a structures discipline and behaviour policy with the promotion of clear and consistent behaviour requirements e.g. rules and rewards and consequences for behaviour choices made.

Behaviour Code

The above objectives will be met by:

- Treating adults and children with courtesy and consideration
- Helping and showing children how to work out their differences e.g. during circle time, playground buddy system etc.
- Encouraging discussion & feedback from pupils about their thoughts and feelings e.g. learning, friendships other aspects of 'school life'.
- Explaining that our actions can impact others with discussions on, for example, bullying (see anti-bullying policy).
- Teaching Christian values through the curriculum and being good role models to pupils
- Matching the level of challenge, curriculum and teaching methods to the needs and abilities of each child
- Helping children succeed and feel good about themselves
- Having high expectations of the pupils' work, behaviour and attitudes to one another
- Accepting responsibility for maintaining good behaviour in the classroom as well as elsewhere in the school
- Helping children develop socially by encouraging children to take on greater responsibilities i.e. School Council, the role of the Prefect, Librarian and generally assisting with duties in and around the school.

This code should be understood and acted upon by teachers, pupils and parents. It should be applied fairly and consistently and used to underpin the positive Christian ethos and build good relationships

The Pupil's Role

The pupil should:

- Abide by their class charter written at the beginning of every school year
- Tell an adult if there is a problem
- Take responsibility for their own actions

The Parent's Role

It is the responsibility of parents to:

- Read and support the school's Behaviour Policy
- Attend Parents' Meetings
- Support and participate in the life and work of the school
- Support the school's ethos, rules and requests
- Contact the school regarding any concern or worry
- Work in partnership with the school to resolve any problems or difficulties
- Advise the school of any domestic disruption which may impact on a child's behaviour.

It is very much hoped that the use of praise and encouragement and the celebration of children's successes and achievements will considerably outweigh the use of sanctions and negative comments. However, where there is inappropriate behaviour it is important to deal with individual pupils in a consistent, fair and firm way. There will be times when some form of sanction

will be necessary. A typical hierarchical response to inappropriate behaviour would be:

Responses to Inappropriate Behaviour

1. talk to pupil – verbal warning
2. remove pupil from the rest of the group for a set period
3. loss of privileges/playtime/excluded from a particular activity
4. send to Head
5. parents contacted
6. formulation of behaviour plan
7. Fix term exclusion as a response to a major incident.

Parents will be contacted as and when appropriate. Exclusion from school for a fixed period or on a permanent basis is the ultimate sanction available to the school for dealing with extreme poor behaviour. Exclusion is at the discretion of the Headteacher and carried out in accordance with County guidelines and regulations.

Which stage is to be implemented will depend on the severity and type of inappropriate behaviour. For example, if a pupil shows particularly aggressive behaviour, it would be important to involve the Head immediately.

Obviously the above hierarchy does not include all eventualities. Each case of serious or persistent misbehaviour would individually be considered. For instance a child who could not be trusted to behave sensibly might not be allowed to go on school trips or residential visits for fear of endangering themselves or others.

A chart of rewards and sanctions can be found in Appendix 1. This is shared with all staff including lunchtime supervisors to ensure a consistent approach.

We believe that children must understand and accept that if they choose to behave in an inappropriate way there will always be a consequence as a result of their actions.

We will ensure that inappropriate behaviour does not negatively affect the ethos and atmosphere of the school and the learning of other pupils.

Evaluation

All serious incidents of inappropriate behaviour will be recorded and carefully reviewed and monitored.

Appendix 1

Balcombe Primary School – Rewards

What you do	What happens	What happens next time
Good work	Team point/ Head teacher sticker	Team point / celebration / golden time / treat
Helpful / Polite	Thanks	Team point
Play well together	Team point	More equipment/ treat
Make progress in an area which was an issue	Team points/ Head teacher sticker	Celebration / Parents meeting
Being generous	Thanks	Team point / celebration

Balcombe Primary School – Sanctions

What you do	What happens	If there is no improvement
Disruptive in class	Sat on own/ outside classroom	Sent to HT/ parents involved
Rude to an adult (any adult in school)	Time out	Sent to HT/ parents informed
Tell a lie	Lose the right to put your story across	Adults begin to lose trust in you.
Hurt someone (mild)	Miss playtime	Miss day of play/ parents informed
Hurt someone (serious)	Miss day of play/ parents informed	All privileges removed/ Parents meeting
Hurt someone (extreme)	Excluded	Longer exclusion
Misbehave in a club	Letter/email home	Not welcome at the club
Mistreating equipment during or after school	Sent to HT	Not allowed to use equipment and must go straight home.