

Balcombe C E (C) School



Behaviour Charter & Guiding Principles Policy

Adopted by Governors: 2003

Reviewed: Mar 2012
Nov 2012
Mar 2014
Jan 2016
Jun 2018
Jan 2020

Next Review: Jun 2022

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 excellent 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 Golden Rules

Listen carefully

Speak politely

Act kindly

Move calmly

Be responsible

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 structured 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 the Golden Rules of our school
- Tell an adult if there is a problem

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.

What you do	What happens	What happens next time
-------------	--------------	------------------------

Good work	Team point/ Head teacher sticker	Team point / celebration
Helpful / Polite	Thanks	Team point
Play well together	Team point	More equipment
Make progress in an area which was an issue	Team points/ Head teacher sticker	Celebration / Parents meeting
Being generous	Thanks	Team point / celebration
Continued, consistent effort to be the best they can be	Tokens / celebration assembly/team points	End of year Award

Through clear communication of our expectations, our pupil's behaviour is generally good. In order to reward groups or individuals for specific behaviours or improvements, the following applies.

Rewards:

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. internal exclusion
7. fix term exclusion as a response to a major incident (or repeated behaviour)

WE WILL NOT TOLERATE:

Action	Response
Knowingly causing harm to another child or adult	5/6/7
Verbal abuse directed at another child or adult (including swearing)	Individual incident – 1/2/3/4 Extreme or repeated – 4/5/6/7
Not respecting the boundaries of the school	5/6/7
Deliberately not following adult instruction and endangering self or others (e.g. running away or not obeying a 'stop instruction')	5/6/7
Repeated disruption to learning (e.g. calling out, refusal to cooperate, not engaging in activities)	5/6/7
Vandalism	Expectation of cleaning or repair - 4/5

During breakfast club and after school clubs, children are expected to behave in the manner that they would behave during the school day.

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.

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.

Evaluation

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

It is expected that children will make amends for misdemeanours and ensure the behaviour is not repeated.

We also hope that our children will be willing to forgive and actively promote this process as part of our ethos. We aim to help our children understand that poor behaviour usually happens for a reason and that sometimes the behaviour is not deliberate. We are an inclusive school and endeavour to provide support for all of our children, whatever their needs, ensuring that safety is prioritised above all else.