

# Shorne Church of England Primary School

A member of the Aletheia Anglican Academies Trust



# Behaviour

## Parent Presentation

# Aims

**Policy and procedures**

**Vision**

**Values**

**Academy Link**

**Partnership with Parents**

# Policy

## Aims and Expectations

- ▶ At Shorne Church of England Primary School we aim to create a safe and happy environment where every member of the school community feels valued and respected. Our aim is to foster a school community with high expectations where children can learn and develop as caring and responsible citizens.
- ▶ Our behaviour policy recognises that children need a framework to guide them, and supports and encourages positive behaviour. It acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding; children with special educational needs and disabilities (SEND) and the Education Regulations (2010 - Independent Schools Standards) to ensure that arrangements are made to safeguard and promote the welfare of children.

# Policy

Shorne Church of England Primary School aims to provide a safe, secure and stimulating environment which responds to individual needs. We aim to provide children with opportunities in which we can:

- \* build self esteem
- \* promote good behaviour, self-discipline and respect
- \* increase confidence
- \* be motivated and gain a sense of purpose in learning
- \* experience progress, achievement and success
- \* develop emotional maturity and stability
- \* develop positive inter personal and social skills
- \* acquire life skills which enable them to make good, informed choices
- \* learn to function independently
- \* be understanding and tolerant of others
- \* prevent bullying
- \* ensure that children complete assigned work

# Vision Statement

- ▶ To provide an outstanding education inspired by the Christian faith, developing our children into honest, caring future citizens with a desire to learn and achieve and to take pride in and celebrate their achievements
- ▶ To provide our children with relevant, inspiring learning opportunities to enable them to develop their talents and a love of learning to make them confident, articulate, sensitive, caring global citizens with the skills to pursue any ambition they may have

# Christian Values

The children that attend our school are at the heart of everything we do and we strongly believe in offering each child every opportunity to develop into thoughtful, confident and compassionate members of society. As a church school we have a responsibility to teach Christian values to the children.

Our Behaviour Policy aims to promote our 3 Christian values of:

- ▶ Respect - through love
- ▶ Achievement - through learning
- ▶ Perseverance - through faith

# Christian Values

Our work will be guided through the following Christian values:

- ▶ Respect - which develops a strong moral compass, embracing diversity and welcoming all faiths. Our children will understand how important trust, honesty, tolerance and forgiveness are in their work with one another.
- ▶ Achievement - learning and teaching to be of the highest quality to ensure excellent outcomes for all children. Aspiration and joy in learning sit alongside achievement as we believe in the potential of all children to succeed. The God-given talents of all children will be encouraged and developed, recognising and valuing their unique worth.
- ▶ Perseverance - children will be supported to develop confidence and grow academically and spiritually through a range of challenging experiences. They will have the opportunity to develop the skills of resilience, tolerance, creativity, patience and forgiveness through facing their own challenges and learning new skills.

# How do we do this?

- **Shining Stars**
- **Green certificates**
- **Christian values stickers**
- **Star of the week**
- **Class Dojo points**
- **Golden table**
- **House points**
- **Roles and responsibilities**
- **Enrichment opportunities**
- **Curriculum and enrichment weeks**



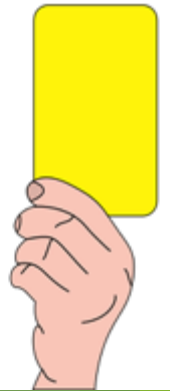
# Stage 1 - Warning with reflective questions



- ▶ **We aim to re-educate and nurture.**  
If a child struggles in English or Maths, we offer support.  
So too, if children break our values.
- ▶ **We challenge ALL low level disruption - the learning is sacred!**
- ▶ **We offer a 'Cool Down' first if appropriate.**
- ▶ **Children will never be humiliated. We remove them from their audience / their class.**  
The questioning process is discreet for both.
- ▶ **They take responsibility. They do the thinking and the talking!**  
No feeling of injustice or not being listened to!  
A chance to think and realise what you have done wrong *before* a Yellow card.
- ▶ **Gives an opportunity to plan a fresh start.** Adult tells child that they have the opportunity to turn things around... and that they don't want to have to give them a yellow card (but will do if disruption continues).  
It shows those who have been harmed that action has taken place.

# Yellow and Red Cards

- Warning first if relevant
- Yellow Card for a **second** break of our school values.
- Red Card for a **third** break of our school values, or for swearing, stealing, biting, throwing, or high-level defiance.
- Parents contacted my class teacher to inform them of the incident.
- Questions and Reflection sheet.
- Making up for any lost learning if relevant.



# Serious Incidents

In the case of a serious incident:

- ▶ A Serious Incident Form will be completed by the child.
- ▶ If a child has had three red cards in one week, or been involved in a serious incident, he/she will lose their next possible lunchtime break.
- ▶ In the event of a serious incident requiring an additional member of staff to attend the incident, a 'Blue Star' will be sent to the office and if necessary, the child will be directed to leave the classroom or the playground/field to complete a Serious Incident Form.

# Exclusions

An internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion.

External exclusions for:

- ▶ any major disruption of class or serious violation of school values that puts the child or others at risk, for example an assault on a member of staff,
- ▶ an attack on another pupil or
- ▶ causing significant damage to school property.

# School-wide Positive Behaviour Support: Parent/Caregiver Responsibilities

- ▶ As partners in your child's education
- ▶ Parents/Caregivers are the most important person in a child's life
- ▶ Learn the school's rules, help your child to understand them, explain why they are important to your child
- ▶ Involve your child in the establishment of rules in the home. Be clear about the rules, consequences and rewards

# School-wide Positive Behaviour Support:

- ▶ Understanding behaviour
- ▶ Measuring and monitoring
- ▶ Nurturing principles
- ▶ Developing practice
- ▶ Ofsted - Behaviour and Safety pointers

# Individual Student Behaviour Support: Students with Disabilities

- ▶ Some students with disabilities may need support through the individual plans in addition to the support provided all pupils at the school.
  - ▶ **BSP** (Behaviour Support Plan), “behaviour impedes learning”
  - ▶ **FBA** (Functional Behavioural Assessment)
  - ▶ **FAA/BIP** (Functional Analysis Assessment/Behaviour Intervention Plan, for students who experience “serious” behaviour challenges as defined in the Education Code)

# Even with excellent school-wide and individual supports in place, sometimes...

- ▶ Serious misconduct happens.
- ▶ Suspension or Expulsion may be considered or recommended.



# District and School Procedures: Suspension/Expulsion

- ▶ Apply to all students
- ▶ Students with disabilities require specific additional safeguards and procedures

# SEND

Should a child display inappropriate behaviour despite additional strategies in place to support them then school procedures will be put in place as with any other child to manage the situation.

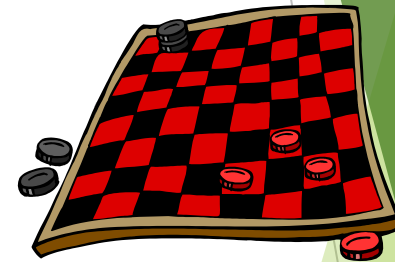
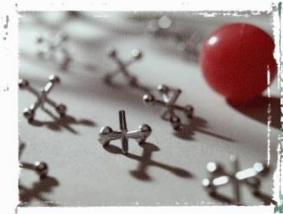
If a child is preventing other children from learning then they will be given time out and supported.

Should a child be verbally or physically aggressive to a child or member of staff, despite appropriate support and agreed strategies being put in place, the child will be managed according to the hierarchy of agreed intervention strategies, bearing in mind their appropriateness to meet individual additional needs.

# Effective Techniques

## REWARDS:

- ▶ Reward the good behaviour - don't only notice the negative behaviour.
- ▶ Tell your child why she is being rewarded and why the behavior is good.
- ▶ Make sure that the reward you are offering your child really is a reward to him/her.
- ▶ Be immediate and direct with discipline and rewards - hugs are free!



## COMMUNICATION:

- Tell the child what he or she should do rather than what they should not do!
- Keep explanations simple and brief, they have limited vocabulary and a limited attention span.
- Be prepared to repeat over and over to younger children.
- The difficult hostile child is the one who needs love and guidance the most!

<https://www.youtube.com/watch?v=JYNWGI6Jvnl>