



BEHAVIOUR POLICY (incorporating PDET's Statement of Behaviour Principles)

APPENDIX

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in the *Appendix*.

FINAL November 2021
Date for Next Revision – November 2022

Appendix 1

Individual Academy Information

Name of Academy: Great Addington CE Primary School

Vision and Values

Together we build a Christian foundation of love, care, respect and forgiveness for all members of our school family. These deeply embedded values influence our whole lives and community, permeating everything we are and do. Our love is not just words and talk; it is true love, shown in our actions.

1.3.18

The Teaching and Encouragement of Good Behaviour

A primary aim of Great Addington CE Primary School is for every member of the school community to feel valued and respected and each person to be treated with compassion, justice and respect. Great Addington is a family community where everyone learns to love and is truly valued. Each unique individual makes a valuable contribution to the school and collectively, as courageous advocates, promote positive change in our village's and global community.

We are a small, caring village school and the Behaviour Policy is designed to support all members of the school, living and working together in a supportive way.

The primary aim of this Behaviour Policy is not a system to enforce rules, it is a means of promoting respect and good relationships with "living our Great Addington values each day" at the heart of everything that we do so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a caring way towards others. We treat all children fairly and apply this Behaviour Policy in a consistent way. The Policy aims to help children to build a repertoire of skills in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

The school celebrates children who follow a pattern of good behaviour as it believes that this will develop an ethos of kindness and co-operation. This Policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

The explicit teaching of good behaviour:

It is the responsibility of the Class Teacher to ensure that the School Values are adhered to in class and the class behaves in a responsible manner during lesson and break times. Parents will be made aware of strategies being used to improve behaviour and of sanctions being used as a result of poor behaviour; this includes being disruptive in class, being disrespectful, hurting other children, bullying and name calling.

The class Teachers/adults in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability through learning about the school's adopted values.

All children are treated with respect and understanding as the class Teacher treats every child fairly when enforcing the Behaviour Policy consistently.

During PSHE lessons, good behaviour strategies and techniques, manners, politeness and respect are all subjects of discussion and in this way we are able to teach explicitly good behaviour.

Rewards / incentives and sanctions

We praise and reward children for demonstrating good behaviour in a variety of ways:

- Children are congratulated/rewarded verbally or with a thumbs up for example when demonstrating the school values;
- Demonstrating the school values on a regular basis will result in Teachers rewarding children weekly in the form of "Stars of the Week" and "Headteacher's Awards".
- In addition to personal awards, children have the opportunity to earn Team Points in class and in the playground;
- Celebration Assemblies in the class acknowledge children's particular achievements;
- The school sends home postcards/emails to parents informing them that their child has shone in their promotion of school values;
- We celebrate children's achievements in the school Newsletter and on Twitter. In this way we can acknowledge efforts and achievements of children, both in and out of school.

Sanctions

Before investigating an incident, staff will give all involved, time to calm down; Ensure antecedents are explored; Listen carefully to both parties; Offer both parties strategies for the future, based on recognition, resolution and forgiveness.

Key behaviour techniques and whole school systems:-

- Teachers will register disapproval and explain why;
- Whenever possible Teachers will ensure reprimands are not public and will concentrate on the behaviour rather than the child;
- Each class Teacher will have Class Rules, Reward/Sanction systems in their classroom;
- Each class Teacher will warn the children that their behaviour is unacceptable and what will happen next;
- The child may be isolated for a short period, whilst remaining in sight of an adult. This may involve the child being isolated within the classroom or being sent to another class with suitable work. Children will not stand outside of the classrooms;
- The child may be given extra or alternative tasks as a diffusing strategy;
- The child may suffer a loss of privileges;
- Children may be asked to write a letter of apology or may have to write what has happened during an incident.
- Parents will be spoken to at the end of the day or a letter/email will be sent home outlining a serious incident - this communication is very important;
- If a child is asked to leave the class regularly, the class Teacher will inform the Headteacher who will also inform the parents/invite the parents into school;

- In case of severe or extreme incidents, the situation will immediately be brought to the attention of the Headteacher;
- Behaviour Logs will be kept on any children with IEPs, class Teacher and Teaching Assistant will record incidents using the ABC sheet;
- Playtime detention system may be operated if deemed appropriate;
- Lunchtime systems are in place to support behaviour at lunchtimes;

The following behaviours will be referred to the Headteacher and will be recorded:-

- Bullying;
- Racist/homophobic name calling;
- Repeated violence (any violent incident will be recorded);
- Children exploring themselves or being involved in inappropriate play of a sexual nature;
- Fighting;
- Inappropriate language;
- Damage to property;
- Stealing;
- Threatening behaviour to an adult or child;
- Insolent/disrespectful behaviour to an adult;
- Breaches of the School E-Safety Policy;

Encouraging good behaviour during unstructured times:

Behaviour during playtimes and lunchtimes is monitored closely by lunchtime supervisors and the headteacher. In light of the small size of our school playground, lunchtimes are staggered to allow for more space for children to play. Peer-mediators (children who have been trained in how to resolve conflict between their peers) are tasked with the role of supporting other children and ensuring that friendships maintain positive. Behaviour incidents are reported by lunchtime supervisors to class teachers and/or the headteacher when necessary. These incidents are dealt with as per the school's behaviour policy.

Bullying

Our approach to preventing and addressing bullying is outlined fully in our Anti-bullying Policy.

Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly manner
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Treat the academy buildings and academy property with respect
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy]