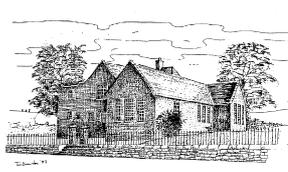


Behaviour Policy

Combe St Nicholas C of E VA Primary School

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| Name of Policy | Behaviour Policy |  |
| Approved by GB - Date | 9 th October 2018 | |
| Next Review Date | 8 th October 2021 | |
| Committee Responsible | Full Governing Body | |

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

"That they may have life, life in all its fullness"

John: Chapter 10 Verse 10

Rationale

At Combe St Nicholas School we feel it is important to promote a caring and supportive environment to enable all members of our community to feel secure, cared for and respected. We believe that in order to enable effective teaching and learning to take place, good behaviour is necessary in all aspects of school life.

Aims

We seek to create a caring and learning environment in the school by:

- Following Social & Emotional Aspects of Learning (SEAL) programme
- Promoting good behaviour and discipline through use of Golden Rules and Golden Time to deliver positive Behaviour (See attached Flowchart)
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

Roles and responsibilities

The Governing Body will establish in consultation with the headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head-teacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support for the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Behaviour Policy

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported including racial or homophobic incidents.

Parents ensure that children agree to safe and responsible use of ICT. See ICT policy.

Procedures

The procedures arising from this policy and the Discipline Policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Discipline flowchart refers

We believe that the best way to achieve good standards of behaviour is to be positive and praise/reward good behaviour. This is backed up with sanctions where behaviour is less than acceptable.

Team Teach

All staff will receive Team Teach training to learn strategies for de-escalating angry, aggressive or non-compliant behaviour.

ELSA

The school has a trained Emotional Literacy Support Assistant (ELSA). Staff are encouraged to refer pupils to the ELSA to help them to develop positive strategies to identify and address issues involving feelings of anger, problems with relationships and to talk through personal problems that they may wish to discuss and work through privately.

Interrelationship with other School Policies

This policy also links with pupil discipline, anti-bullying and special needs. Please refer to the Pupil Discipline policy for an outline of the rewards and sanctions used at the school.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

This policy will be reviewed on a regular basis by the headteacher, staff and Governors.