



Behaviour Policy

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Introduction

The Behaviour Policy in Cranham Church of England Primary School is informed by Christian Values which underpin every aspect of the School Community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

*"So in everything, do to others what you would have them do to you,
for this sums up the Law and the Prophets."*

Widely known as '**The Golden Rule**', this teaching replaces a set of school rules.

Aims

The Behaviour Policy aims to:

- Foster a **positive** and **compassionate** environment in which all children can flourish and reach their full potential.
- Develop relationships based on **respect**, **generosity**, **integrity** and **trust** between all members of the school community, including parents and members of the Governing Body.

- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champion' (i.e. have demonstrated values in practical ways).
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred back to **The Golden Rule** and the school's Christian values.

Intent

As a direct consequence of the Behaviour Policy:

Children will:

- Build strong relationships
- Experience what it means to live as a member of an **open, generous and forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Adults working within school will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by The Golden Rule and the school's values
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the school's values at home; for example
- through the publication Home School Values
- Feel welcome in school to discuss their child's progress in a positive atmosphere

Response to Good Behaviour

Verbal praise and positive comments:

Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using

the 'values language' in order that children understand the value, e.g. compassion, looks like in practice.

Family pegs:

All children belong to one of 4 school families: Badgers, Foxes; Hedgehogs and Squirrels. Pegs are awarded for behaviour as well as effort. The winning family is celebrated once a week in a celebration collective worship led by children. During the school year, the children also have opportunities to work in their family groups from special occasions

- Value pebbles: Value pebbles are awarded to children demonstrating the school values. These children can be nominated by any member of staff, parents and other children. Children who receive values pebbles are celebrated in celebration worship and one pebble is selected to enable a child to take Victoria / Victor values home for a week

Responses to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- Use The Golden Rule as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- Ensure that the child understands why his/her behaviour is not appropriate
- Seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrongdoing
- Establish the facts and reserve initial judgement
- Use punishments sparingly; a removal of privileges will be used as the principal sanction
- Remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- Provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- Deal with classroom problems, whenever possible, within the classroom
- Require unacceptable work to be repeated
- Expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- Inform parents if equipment is deliberately damaged and invite them to replace it
- Use the 'ask, tell, send' approach:
 - **Ask:** Ask a child to behave, reminding him/her of appropriate behaviour;

- **Tell:** Tell the child to behave appropriately e.g. I've asked you to sit quietly, now I'm telling you to sit quietly;
- **Send:** If the child continues to misbehave, if appropriate he/she is sent to another area of the classroom for a 'Time Out' session.
- When the teacher has an opportunity he/she will speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to the Headteacher or a senior member of staff if the Headteacher is not available)
- The ask, tell send approach will also be followed at play and lunch times and in wrap-around care. All staff will use a consistent approach

Peer Mediators

Peer mediators follow the core principles of the golden rule. They take care to listen to both side of a disagreement they seek to avoid confrontation and demonstrate compassion through active listening.

Exclusions

Fixed term exclusions and permanent exclusion will follow the formal procedure as agreed by the Governing Body in consultation with the Local authority.

The children's vision for behaviour March 2017

We would like the behaviour in our school to enable us to learn and to show that we care about each other. This means that:

- We would like to show that we respect each others feelings, things and achievements
- We would like to know that everybody feels able to join in and that we will all be listened to
- We would like to be able to concentrate lessons without people shouting out
- We would like our behaviour to be kind and to show that we are ready to help others
- We believe nobody should be bullied and we do not tolerate bullying
- We would like our behaviour is school to help everyone feel good about being here
- We would like to follow the Golden Rule

The Golden Rule

