



Personal Development, Behaviour and Welfare Policy

Reviewed by staff: Spring Term 2016
Approved/ratified by Governors: Spring Term 2015
Next Review Date: Spring Term 2017

VERSION 2

Rationale

Our behaviour policy is based on Christian values as we want children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings. This will enable our learning community to flourish.

Aims

- To promote the Christian values of honesty, trust, tolerance, fairness and compassion.
- To develop an understanding of the need for rules.
- To create a caring, happy and orderly environment where there is mutual respect and understanding for everyone.
- To develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- For children to be aware of and take pride in the environment.
- To help children grow up with a clear view of what is right and wrong.
- To help children appreciate the needs of others and of society.
- For children to respect their own and other people's property.
- To understand the need for and show politeness and good manners towards all.

Guidelines

- A caring, sympathetic attitude should be shown by all adults.
- Pupils with special needs or disabilities must be treated fairly and there may be times when their rewards or sanctions are appropriately differentiated.
- It is expected that everyone within the school community will follow the school behaviour policy. All adults are expected to model the behaviour we expect from children.
- Children will be given strategies for coping with unsociable behaviour – talking to adults, asking for some time out.
- Adults should demonstrate a positive, consistent, firm and fair attitude when dealing with children.
- Every adult has responsibility for structured discipline throughout the school.
- Misbehaviour should be handled quickly, calmly and consistently, so that further disruption is minimized.
- Children will be encouraged and expected to be polite, friendly and helpful to everyone.
- Children should move around the school by walking not running.
- Any behaviour which is likely to affect the education or the health and safety of others must be dealt with promptly.

The Golden Rules

Children will follow the school Golden Rules which are:

| GOLDEN RULES | |
|----------------------|--|
| Be gentle. | Do not hurt anyone. |
| Be kind and helpful. | Do not hurt people's feelings. |
| Work hard. | Do not waste your time, or other people's. |
| Look after property. | Do not waste or damage things. |
| Listen to people. | Do not interrupt when others are speaking. |
| Be honest. | Do not cover up the truth. |

In Class

All classes will establish class rules which reflect the school rules and appropriate behaviour that is expected. Children are expected to complete work in line with the teacher's expectations and agreed rewards, and sanctions will be used to ensure this which include missing playtime or lunchtime. Class rules will be displayed alongside the class behaviour chart and will be understood by all including all visiting teachers.

Behaviour to be encouraged

All pupils will be expected to:

- arrive at school on time
- wear uniform with pride
- show politeness, kindness and respect for all
- work as a team
- be quiet and show controlled behaviour in lessons and assemblies
- show respect for their own and others' property
- use the dining room quietly and eat sensibly
- only use designated areas for playing
- keep classrooms and desks tidy
- move around the building quietly and with consideration for others
- take responsibility for own actions/behaviour and 'put things right'

Rewards and Sanctions

Pupils will be rewarded for good behaviour as often as possible. Pupils should know and understand the likely outcome of their actions in terms of rewards and sanctions. Parents and pupils need to be fully aware that bad behaviour is unacceptable and there will be consequences for this behaviour. Sanctions on their own are insufficient and need to be balanced by praise and positive reinforcement for appropriate behaviour. It is important that children generally are given the opportunity to stop behaving in an unacceptable way before they are given a consequence for their behaviour. Rewards and sanctions should be fair and consistent and should match the behaviour. Children may be kept in at playtime or lunchtime if behaviour is inappropriate.

Rewards

Whole School Rewards:

- Good work to be sent to the Headteacher or to another teacher.
- Merits and house points will be awarded for good behaviour, helpfulness.
- Leaves will be awarded to children who demonstrate our 'values' and added to our Values Tree.
- Golden fruit will be awarded to children for exceptional behaviour and attitudes in their learning and added to our Values Tree.
- House points totalled weekly and cup awarded termly.
- Certificates.

Class Rewards:

- Praise.
- Merits.
- If a child stays on a green card all week they will receive an extra merit.
- Remarks in books.
- Stickers/Smiley faces.
- Free Choice/Golden Time.
- Special responsibility.
- Informing Parents – special note home.

Inappropriate and Unacceptable Behaviour

There will be occasions where a child's behaviour is disruptive, inappropriate, or unacceptable. The majority of these occasions will be of a low level nature and will be dealt with by the class teacher. There will also be occasions where the behaviour is persistent or is of a more serious nature, which will require a more severe sanction.

Some examples of what we consider to be unacceptable behaviour are:

- Any violent or threatening behaviour towards children or adults
- Bullying, both verbal and physical, including name calling
- Swearing and using abusive language, including sexual remarks
- Dangerous play leading to upset and injury to others and to themselves
- Stealing
- Damaging property
- Disobedience, rudeness, insolence, answering back to teachers

- Persistent disruptive behaviour to the detriment of others' education
- Running out of class/school
- Teasing/harassing about race, gender, name, culture, clothes, physical attributes
- Disruption in any area of the school e.g. running, shouting, hiding
- Throwing an object with intent

Sequence of sanctions

The following measures will be effective for the vast majority of children; but in some individual cases different strategies may be required, and professional help will be sought.

1. Firm fair warning with explanation, card changed to a warning
2. Behaviour chart card changed from warning to yellow.
3. Behaviour chart card changed from yellow to red. The red card results in time out, either in classroom or out of classroom, a text message home to inform parents, and the child will also miss their next breaktime
4. If a child goes past a red card they will have an internal exclusion. They will be sent with work to the next class up for the remainder of the morning or afternoon session.

At Foundation Stage, green cards start every morning and are renewed after lunch.

For Key Stage 1 and 2, green cards start every morning and are renewed on a daily basis.

Each day, a log is kept of the traffic light system, for the purpose of rewards and sanctions.

If a child has five internal exclusions within a half term period, this will result in the child having fixed term exclusion. Please refer to the Exclusion Policy for further details.

Lunchtimes & Playtimes:

Any inappropriate or unacceptable behaviour will be dealt with firmly and fairly with a verbal warning. Any other more serious incidents will be dealt with by the senior leadership or a class teacher and the usual sequence of sanctions will be followed.

Fixed Term Exclusions

The Headteacher reserves the right to override the sequence of sanctions in cases of extreme behaviour. Children may be excluded for a fixed period or permanently, in line with the 'Exclusions Guidance' from Hertfordshire County Council. Given repeated offences, there may be a build-up of exclusion period according to guidelines developed and continually updated by the School Leadership Team and Governors.

If a child has three one day fixed term exclusions, their next fixed term exclusion will be for two days. After three two day exclusions, the school will seek advice from Hertfordshire Education Authority as per section 89 of the Education and inspection Act 2006. As detailed in the Exclusion Policy, the Headteacher has the power to override this sequence if the incident is of a more serious nature.

Please refer to the Exclusion Policy for further details.

Behaviour Outside School

Students' behaviour outside School on school "business", for example school trips and journeys, and school sports fixtures, is subject to the Personal Development, Behaviour and Welfare Policy (and Equal Opportunities Policy).

Bad behaviour in these circumstances will be dealt with as if it had taken place in School.

Parents are responsible for their child's behaviour off the premises, once the child has left the school grounds. However, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

School trips, sporting events and residential

The school has a strong commitment to the added value of learning outside the classroom and beyond the school premises. It seeks to provide a broad and balanced range of 'learning outside the classroom' opportunities. It is important that all children have opportunities to engage in activities that enrich the curriculum. However, in order to address all issues of safety and well-being, the following sanctions will apply:

- If a child has received a red card in the week leading up to a school netball or football fixture they will be excluded from the team.
- If an external exclusion has been given to a child during the twelve school weeks running up to the date of the visit, the child will be excluded from the trip and provided with learning activities in school instead.
- As high standards of behaviour are expected at all times, if there are any instances of inappropriate behaviour during the visit including hurting others, bullying, disrespect towards adults and unacceptable language, parents will be telephoned immediately and asked to come and collect their child from the venue to take them home.

Governors' Written Statement of Behaviour Principles

The Governors are aware of their duty to advise and guide the Headteacher on the writing of the Personal Development, Behaviour and Welfare Policy, especially in respect of the following: teachers' powers to search, use reasonable force and to discipline pupils for misbehaviour outside school; pastoral care for school staff; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour, as outlined in the DfE Statutory Guidance: "Behaviour and Discipline in schools. Guidance for Governing Bodies". This advice is laid out in the Governors' Written Statement of Behaviour Principles.

Please also refer to the following:

- Exclusion Policy
- Anti-bullying Policy
- E-Safety Policy
- Playground Policy
- Home School Agreement

The Personal Development, Behaviour and Welfare Policy complies with section 89 of the Education and Inspections Act 2006: <http://www.legislation.gov.uk/ukpga/2006/40/section/89>