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| **Behaviour Policies and Procedures** | | Orleton Mission Statement |
| Person Responsible | Adam Breakwell |
| Approved | Autumn 2016 |
| Updated |  |
| Review | Autumn 2019 |
| Governor Link |  |

THIS POLICY MUST BE READ IN CONJUNCTION WITH THE ANTI BULLYING

SAFEGUARDING AND CHILD PROTECTION POLICY

*‘The heart of any institution rests on the quality of the relationships within the establishment. There needs to be mutual respect between teachers, non-teaching staff, pupils and parents and this is something that needs to be worked at, developed and regularly evaluated in order to build on success and plan future work.’*

**MISSION STATEMENT:**

At Orleton and Kimbolton CE Primary Schools every person is important. Our main aims are to help each other achieve a good self-image and to be educated within a safe and secure environment.

**To be the best we can be**

**COMMUNICATION** and **CONSISTENCY**

The adults associated with school have a responsibility to establish and maintain high standards and values for the benefit of everyone in the school. We must aim for a consistent and fair approach at all times. To achieve these standards we must ensure that all adults connected with the school are seen to be working together towards a common aim. It is essential that the relationships between adults be seen to be built on trust, respect and tolerance, so that children can witness our philosophy in action and see that we really do ‘practise what we preach’.

We believe that education is more than just paying attention to the prescribed curriculum. Children will only reach their potential when they learn how to live harmoniously with others. This realisation that good behaviour usually has a positive effect on those around them has the added benefit of making them feel better about themselves.

AIMS

To foster a positive, consistent behaviour management culture modelled by all adults

To promote respect for all

To encourage a climate of high expectation

To foster a fully inclusive approach, demonstrating tolerance and understanding and recognition of individual needs

To celebrate and reward good behaviour

To provide opportunities for children to take ownership, make appropriate choices and take responsibility for their own behaviour

SCHOOL VALUES AND RULES

Class rules are drawn up at the beginning of the autumn term. This process must involve the children and will outline the explicit behaviours that show respect and caring towards one another. These rules should be displayed in the relevant classroom and then they can be referred to when necessary.

The rules may not all focus on exactly the same issues from class to class within school but they should all fall broadly under the philosophical ‘umbrella’ of ‘everyone challenged, included and happy, to be the best we can’

GENERAL EXPECTATIONS WITHIN SCHOOL

 Children should always walk around the school in a quiet, calm manner. Whether entering their own classrooms, other teaching areas, cloakrooms or going into the hall children should behave as they would in their own classroom. This includes respecting other adults and children within school, other classes who are working quietly and treating property with care and respect.

Children should take a pride in their appearance e.g. shirts tucked in, shoes rather than trainers worn at all times other than during PE and break times etc.

Both adults and children will be mutually polite when addressing each other.

REWARDING GOOD BEHAVIOUR

The school aims to celebrate success at every opportunity and to use positive reinforcement to promote good behaviour. Verbal praise and positive comments should be used to give a clear reminder of expectations whenever appropriate.

The acquisition of behavioural skills is progressive and as a child progresses through the school, we expect them to have developed considerable responsibility for their own behaviour.

MANAGING UNACCEPTABLE BEHAVIOUR

At all times sanctions should be implemented fairly, consistently and firmly. They should highlight the distinction between serious offences and the minor issues that are bound to happen when so many people are playing and working together.

**Adults dealing with misbehaviour should always reinforce that it is the behaviour that is being criticised and not the person.**

Any incidents deemed to be ‘serious – especially involving physically hurting another child or disrespect to an adult’ should be automatically reported to either the head or deputy.

Misbehaviour can take many forms such as:

Name calling / verbal abuse / swearing

Play in an inappropriate manner / location

Disruption

Fighting

Bullying

Defiance / insolence

Malicious damage

Truancy

Theft

Inappropriate sexual behaviour

**SCHOOL COUNCIL**

Here at Orleton and Kimbolton we are committed to working together for the good of the whole school. We believe that it is only by working in partnership with everyone involved that we can grow to be a school where we all feel equally involved and valued.

To demonstrate this commitment we have a School Council where the children can have a voice and make a difference. Representatives from each class are elected by their peers early in the Autumn Term and take on the responsibility of representing the thoughts and views of their classmates during the year. Meetings are usually held every other week but this is flexible if a specific need arises.

**CIRCLE TIME / PHSE**

We believe that ‘Circle Time’ makes a valuable contribution to the spiritual and moral development of the pupils and helps to promote a sense of class well being. It is a valuable tool for boosting self-esteem and also provides an opportunity for the children to share any concerns or issues as well as providing a forum for discussion.

Teachers should timetable a weekly session, although if incidents occur they may wish to find a more immediate time to discuss the issues raised.

**PERSISTANT NEGATIVE BEHAVIOUR**

The majority of our children will be well served by this policy, however at times there maybe individuals who need a rather different approach. If a child displays persistent negative behaviour then the class teacher will work with the Head of School or Headteacher to draw up a specific plan for this child, involving a discussion with the child and parent. This may well involve a separate reward and sanction system for the child. This is done so that behaviour can be more closely monitored. Should any child be in danger of a fixed or permanent exclusion the Headteacher will inform the Chair of the governing body to make them aware of the situation.

**FIXED-TERM AND PERMANENT EXCLUSIONS**

The Head teacher will follow LA guidance.

**REPORTING ISSUES**

The first port of call for Parents will usually be the class teacher as they work with the children for the majority of the school day. If an issue cannot be resolved at this level then the Head or Deputy should be contacted, it might also be the case that the class teacher involves them directly at their discretion.

**MONITORING THE POLICY**

The behaviour policy and procedures document will be reviewed yearly and shared with all stakeholders. The Head teacher will monitor the effectiveness of the policy on a regular basis and report to the governing body on its effectiveness and recommendations for further improvements.

**COMMUNICATION OF THE POLICY**

A parent friendly version of the policy has been distributed in September 2016

A member of the senior leadership team will talk to Reception classes individually about the system.

Members of the senior leadership team will conduct 2 assemblies in the first half term reinforcing how the behaviour system will operate.

The policy is reviewed with staff annually usually in the first day of term.