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| **CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL**  **POLICIES AND PROCEDURES** | |
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| **Behaviour Policy** | |
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| **Date Reviewed** | **October 2021** |
| **Date adopted by Governing Body** | **October 2013** |
| **Date for next review by Governing Body** | **July 2023**  **(re written October 2013. October 2015, reviewed March 2017, November 2018, July 2020, rewritten October 2021 )** |

**Our Vision**

**‘Let your light shine’** Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

**Our Values**

* To show **respect** for each other
* To demonstrate the Christian ethos of **love**
* To be **resilient**, confident and determined to do the best we can in all things
* To demonstrate **trust** in our dealings with others
* To show **integrity** and honesty in all our actions
* To have **belief** that we can all achieve success and excellence that contributes to our Christian community

**Rationale**

Everyone in our school community has the right to feel safe, respected and valued. They must be free to enjoy their learning. This policy shows the strategies we use to create and sustain constructive behaviour from everyone, in order to ensure the right conditions for learning.

**Aims**

To have and maintain a good, happy working atmosphere within the school.

We aim to:

* Create an ethos in the school where everyone can feel happy, comfortable, and confident with themselves and each other and where they can operate at their full potential.
* Develop in children the ability to listen and respect each other’s views and show kindness, forgiveness and consideration to one another.
* Focus on restorative justice by children discussing the problems together, apologising and forgiving.
* Use the school values to underpin all conversations about behaviour

To reward good behaviour **ALL** children will have ‘Golden Time’ each week. This is a time when the children enjoy activities of their choice.

**Positive Behaviour Management**

**School Rules**

The school rules are our school values which teach children ways of working and developing happily together.

The values are discussed with the children in Collective Worship at the beginning of the year and reinforced with 1/2 termly Collective Worship themes.

**Classroom rules**

Classroom rules will be established by each class and will reflect their age and stage of development. Routines should be established to create a safe and secure environment. Children will be actively involved in the running of their classroom.

**Praise and rewards**

Children in our school are generally well motivated and self disciplined. They are encouraged to give their best and their efforts are recognised, and achievements rewarded. All children have a credit card where they collect credits for good work and good behaviour. On the reverse of the credit card are the school values. Once the card is filled it is placed in a tombola and at the end of the term two pupils from each key stage are awarded a £5 gift voucher

**Celebration Assembly**

A weekly assembly recognises the achievements of children in each class. Children may be rewarded for academic achievements, behaviour, or other achievements relevant to an individual child. In addition, the children can receive a certificate for excellent work in PE and Science. Children will be presented with a Star of the Week certificate detailing their achievement. The school will also recognise the achievements of children out of school.

Children can also receive a values leaf in recognition of the exhibiting the school’s values. Achievements can also be rewarded by stickers and house points.

**Unacceptable Behaviour**

We actively promote positive behaviour. As part of the child’s restitution for their behaviour the class teacher, head or deputy will expect the child to reflect on the meaning of our school values in relation to their actions.

An early intervention approach is used for children showing unacceptable behaviour. Initially this will be dealt with by the class teacher and then involvement SLT, Headteacher and parents if the problems continue. The procedures are outlined in the school’s 6 stage plan.

**Behaviour Record in class**

All Junior classes have a coloured ‘ladder’ in their class. This is referred to in relation to the child’s poor behaviour e.g. ‘if you continue to do …., you will lose \_\_\_ mins’. No child’s name is written on the ladder, but the teacher is aware of those who has lost minute. The expectation is that at the end of every lesson all children will be in the green zone. This allows children to redeem their poor behaviour choices. If a child is not in the green zone at the end of the 2 morning lessons, they will lose time from their break. If at 3pm they are not in the green zone, they will be reminded of what is expected of them. If their poor behaviour choice continues, they will start the next day having lost 5/10/15 minutes.

In year 1 and 2 the children have a system where children’s names are on pegs and there is a visible representation of how they are behaving. Each day starts afresh.

In Foundation there is no visual behaviour record. Children’s poor behaviour choices are discussed with them individually or as a class. If a child continues to make poor behaviour choices, they have 5 minutes time out. If this poor behaviour continues without change, they may spend time in the head teacher’s office to reflect on their poor choices and returned to class as quickly and safely as possible. The parents will be informed if a child is sent to the headteachers office. Persistent poor behaviour may result in the need for a communication book with parents (see below\*).

**Behaviour Card- stage 3**

If a child is continually making poor behaviour choices or they would benefit from individual recognition of trying to make good choices, a behaviour card or communication book\* will be set up. A child can earn stickers for times when their behaviour has been good and will receive a reward of their choices at the end of the week/ day depending on the child’s needs. This reward can be Lego, drawing etc with another child and/or an adult of their choice.

**Individual Behaviour Plan- stage 4**

This will be set up when children reach stage 4 and monitored by class teacher and SLT. Parents will receive a copy of the plan and be involved in the review process. On the reverse of the behaviour plan is a copy of the school values.

**Pastoral Support Plan**

This supports a pupil at risk of exclusion. The plan is revised frequently and the pupils progress towards achieving his/her targets monitored regularly.

**Additional Support- stage 5**

The school will make use of support from the relevant outside agencies for children who reach stage 5. Agencies may be contacted at an earlier date for specific information. The agencies used include:

* Specialist teaching Service
* Pupil Referral Unit (PRU)
* Educational Psychologist
* School Nurse
* School Doctor

**Please note:**

There may be times, due to the nature of the behaviour exhibited, that a child will not follow the 5 stages and be immediately sent to the SLT. This may result in time spent outside of class for their own safety and/or mental well-being. If this happened the child’s parent will be informed by the class teacher.

**Bullying**

We have a positive approach to behaviour and incidents of bullying are rare at our school. Good examples of considerate behaviour and working together are modelled by all members of the school community

Bullying is any behaviour which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the powerful over the powerless.

This means the following behaviour is not tolerated:

* physical aggression, such as hitting, kicking, taking or damaging belongings.
* verbal aggression, such as name calling, threatening comments, insulting, racist remarks, teasing.
* Indirect action, such as deliberately leaving someone out of a social group, or ignoring someone, spreading rumours about someone or about their background or family.
* Use of social media to insult, swear, threaten, or persistently require a response

It is also unacceptable to be part of a bullying group. You are involved if you were there, and you did not try to stop it or get help.

If bullying is reported the school will take action to ensure the bullying stops, that the victim knows their situation is acknowledged, and that action will be taken to ensure they are safe.

* An incident form will be completed (see appendix 1). This will be kept in a file in the Headteacher’s office. Records will be kept for a period of two years. If no further incidents are reported involving the child the report will be destroyed.
* There will be discussions with all parties (including parents if necessary).
* There will be support from staff for those who are bullied and for those who bully, and the opportunity to reflect on their disregard of school values.

Any reported instances of bullying are always treated seriously. The child is listened to, appropriate action taken and the incident will be followed up over several weeks to ensure that the matter has been resolved.

The school will help to reinforce acceptable behaviour through its planned curriculum in P.S.H.E. (Personal, Social, Health Education) RE, Circle time and Collective Worship. At times, we may invite Thames Valley Police to come and talk to the children about specific areas of concern eg Cyber bullying, online safety.

**The use of reasonable force to control or restrain pupils.**

We recognise that there may be times when the use of positive protective handling strategies may be needed. Though we believe that these will be rare occasions it may be necessary to maintain safety of pupils and/or premises. All such incidents will take into regard the guidance for Schools issued by the Buckinghamshire Advisory Service entitled "The Physical Control of Pupils”.

Situations in which physical intervention might be appropriate:

* a pupil or pupils committing an act of violence.
* a pupil or pupils causing or threatening to cause injury.
* a pupil or pupils causing deliberate or carrying out acts of violence.
* a pupil who persistently refuses to obey an instruction to leave the classroom.
* a pupil who is behaving in a seriously disruptive way.
* a pupil who attempts to leave a classroom or the school and who would be seen to put him/herself at risk of injury or otherwise in danger by being allowed to leave the premises (e.g. a very young child)

There is no legal definition of "reasonable force" but the school will only use the minimum force needed to address the incident and only after every effort has been made to resolve the issue without resorting to physical restraint techniques.

Any incidents will be reported on the major incident report form which will be kept in the child's file.

Any complaints will be dealt with by the school in the normal way with parents first seeing class teachers and being referred to the Headteacher if necessary. If the complaint is not adequately dealt with the parents may ask the governors to look into the incident.

**Stages of the Behaviour Plan**

All children are expected to remain in the Green zone or ‘Ready to fly’ in year 1 and 2.

**Stage 1**

* For each poor behaviour choice that the teacher deems to be significant enough, the child is warned that their continued poor behaviour choice will result in them moving down the ‘ladder’. All efforts are made by the class teacher to avoid moving out of the green zone.
* At playtime and lunchtime, the adults will use the same language to promote good behaviour choices and children will be warned about moving out of the green zone. Any child moving out of the green zone will miss part of their break.
* Each day is started afresh with no carry over to the next day unless the child could not turn their behaviour around at the end of the day.
* All issues are dealt with on the day they occur.

**Stage 2**

* If the child is not in the green zone at the end of the day, will see a senior teacher who will talk to the child about concerns regarding their behaviour.

**Stage 3**

* If a child is repeatedly sent to a senior teacher they have a behaviour card/book and parents are informed. We envisage that the vast majority of children would not progress beyond this stage.

**Stage 4**

* An individual behaviour plan would be established and closely monitored, if stage 3 has had limited effect.

**Stage 5**

* Outside agencies would be contacted for advice and support.
* If the child is in danger of exclusion a Pastoral Support Programme (PSP) would be drawn up and closely monitored.

**Stage 6**

* If there is still no improvement in the child’s behaviour a fixed term exclusion may be necessary.

**Reviewed by**

**Kim Price**

**October 2021**

**Appendix 1**

**Cuddington and Dinton C of E School Bullying Incident Report.**

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the powerful over the powerless.

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| **Bullying Record Sheet** |
| **Childs name report incident**  **Date**  **Time**  **Place** |
| **Name of person completing the report** |
| **Name of child/Children who ‘bullied’** |
| **What led up to the incident?** |
| **What did the pupil do?/ What did the pupil do?** |
| **What did you do in response?** |
| **What happened as a result of this?** |
| **Parents Informed Yes/ No Phone call/email/face to face** |
| **Other follow up action** |