



Introduction

The Behaviour Policy in our Church of England School is informed by Christian values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in our church school are Jesus' words recorded in 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 will be the foundation of our school rules.

Our behaviour policy is underpinned by the core Vision for Education of the Church of England. Specifically:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Behaviour Policy in our Church of England School 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 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.

As a direct consequence of our Behaviour Policy-

Children will:

- be supported and encouraged to 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)

Teachers will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both 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
- be supported and encouraged to 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 schools' values at home
- feel welcome in school to discuss their child's progress in a positive atmosphere

Response to Good Behaviour *Celebrating*

Values in Action:

Teachers will write the names of children who have demonstrated the 'values in action', (e.g. shown generosity towards them). This behaviour will be affirmed and praised during the Celebration Assembly on Fridays.

Good Learner of the Week:

Each week the class teacher (after consultation with support staff and lunchtime supervisors) will select a Good Learner of the Week from his/her class. This will be noted at the Celebration Assembly on Friday afternoon.

Both pupils' photos will be displayed on the classroom door for the week and names will go in the parents' newsletter.

To further encourage good learning behaviour staff will explicitly teach learning dispositions that will support positive learning behaviour in the classroom. These dispositions come under



the titles of Respectfulness, Resourcefulness, Resilience, Responsibility and Reflectiveness. For more information, please refer to our teaching and learning policy.

Praise and positive comments:

Praise and positive comments will be given readily both verbally and through bursting to tell stickers to go home. 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 what the value, e.g. compassion, looks like in practice.

Demonstrating Good Values / Great attitudes House Points:

There are four school houses. When a child demonstrates a value, a house point will be awarded.

What Would Jesus Do:

This is an Award given out termly to children who consistently demonstrate the Christian qualities.

Diamond Behaviour:

Staff will reward children representing the school values independently through giving 'diamonds' to children in the pupils' diamond jar in class. Diamond jars will be shown in Friday's celebration assemblies.

Response 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 wrong doing.
- 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 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, he/she is sent to another area of the classroom for a 'Time Out' session.

When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to a member of the Senior Leadership Team.

Exclusion

Fixed term exclusions and permanent exclusion will follow a formal procedure as agreed by the Governing Body in consultation with the LA. We will strive to avoid this. In most cases exclusion from school will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusions will result following behaviour as listed in the National Standard List of Reasons for Exclusion.

There are two sorts of exclusions:

- **Fixed term exclusions**

A pupil may be excluded for any period up to 45 days in any school year. A date is given for the pupil's return to the same school.

- **Permanent exclusions**

It is not intended that the pupil will return to the same school.

If your child is excluded the school will tell you about the exclusion as soon as possible. You will receive a letter telling you:

St Catherine's C of E School Behaviour and Discipline Policy



- the reasons for the exclusion;
- whether the exclusion is fixed term or permanent;
- the arrangements for continuing your child's education. During the **first five days** of any exclusion you are responsible for your child's education. If the exclusion is **six days or longer** and **fixed term**, then the school needs to make arrangements to provide education (normally off site) from day six onwards. If the **exclusion is permanent** then the Local Authority will arrange education from day six. This does not affect your right of appeal against exclusion;
- that you have the right to appeal to the governing body's discipline committee;
- who to contact if you wish to appeal and the latest date for doing so; □ if the exclusion is fixed term, the date of return to school; □ that you have the right to see your child's school record.

For Further information regarding Exclusion:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/educationwelfare/exclusion-from-school/>

St Catherine's C of E School

Behaviour and Discipline Policy

Complaints Procedure

If you are not happy with the way that you or your child is treated by any member of the staff or other parent at the school, you can write to or speak to The Chair of Governors in the first instance. If you wish to take it further, please follow the Complaints Policy procedures. We hope that any concerns are settled between the parties concerned quickly and amicably with a positive outcome for all concerned. Policy to be reviewed annually.