

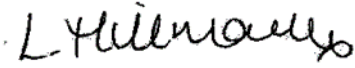


**IDE HILL CHURCH OF ENGLAND PRIMARY SCHOOL
BEHAVIOUR POLICY**

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love. Our vision is based upon by 1 Corinthians 16:14. Our Key Values are: Respect, Love and Responsibility

**REVIEWED: December 2023
REVIEW DATE: December 2026**

This policy is subject to review and evaluation by the Headteacher and Governing Body.

Louisa Hillman Headteacher	
Anne Fletcher Chair of Governors	

Introduction

Ide Hill Staff, Governors and children of Ide Hill CE Primary have been responsible for drawing up this policy document. It is in line with general principles laid down by the Governing Body and has their endorsement. Whilst the overall responsibility for discipline and behaviour rests with the Governing Body, the day-to-day management of issues lie with the Headteacher, teachers, support staff, parents and children as a team, working together for the best interests of the children.

Ide Hill CE Primary School is proud of the standards of behaviour and the example set by the adults who care for them. Both the OFSTED Inspection and SIAMS Inspection reports commented favourably on the ethos of the school, the positive attitudes and the good behaviour of the children

"There is a positive climate for learning throughout the school. Pupils enjoy learning and demonstrate enthusiastic attitudes to their work. They work hard, showing high levels of concentration and a commitment to their own learning. Pupils take great pride in their work, ensuring that it is presented to a high standard. "

"Ide Hill Church of England Primary is a friendly, inclusive community. Parents speak highly of the school. They value the varied opportunities and wide range of support the school has to offer. As one parent stated: 'Ide Hill is an extremely nurturing school with an ethos on striving to do your best.' Pupils say that it is a happy, friendly place and that they enjoy coming to school. Consequently, pupils are thriving."

"The school successfully focuses on preparing pupils academically and personally to be loving, respectful and responsible people. Reflecting the school's Christian values one pupils said, 'We all get on well. We love and respect each other.' "

This policy provides the necessary framework to sustain this standard and is a working document, designed to enhance the development of positive relationships between children, adults working in schools, parents/carers and other members of the wider school community. Underpinning this policy is the need for sound communication and a consistent approach concerning all aspects of behaviour.

Aims:

At Ide Hill CE Primary School we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and friendly community.

At Ide Hill CE School, we nurture all children. It is our aim that every member of the school community feels valued, respected, and that each person is treated fairly so that all children can learn to live together harmoniously within the school community.

"Do all things in Love" 1 Corinthians 16:14

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love (1 Corinthians 13:13).

Rationale

This document provides a framework for the creation of a Christian environment that is happy, secure and orderly so that children can learn and develop as caring and responsible people. All members of the school community should seek to understand this policy and to apply it consistently and fairly.

Aims and purpose of the policy

- To encourage the recognition of positive behaviour
- To provide a consistently applied set of expectations
- To support children in making effective choices in the way they interact with others and aims to promote a happy, safe and supportive school environment
- To support children to become positive, responsible members of the school community.
- To provide an environment in which all children are able to learn and achieve their full potential.
- To create an environment where all are treated with dignity and respect.
- To ensure a consistent approach to maintain high standards of behaviour.
- To inform pupils and parents of the school's expectations and to foster a productive partnership

This policy should be read in conjunction with '*Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying*' by the Church of England as well as the following school policies:

- Spiritual, Moral, Social and Cultural Education
- PSHE
- SEN
- Equal Opportunities
- Teaching and Learning
- Anti-Bullying Policy

Our school vision and values promote a system of positive and restorative behaviour. This system promotes telling the truth, taking responsibility acknowledging harm and accountability. Children are encouraged to develop empathy, effective communication skills and demonstrate respect, understanding the impact of their own behaviour on others and themselves, and provides opportunities for pupils to make amends for their behaviour. By following this approach, we endeavour to support self-restoration through the act of forgiveness, supporting children's sense of security, self-confidence and repairing relationships with their friends.

Racism and verbal abuse

All Class Teachers will talk to their children about these topics at a level appropriate to their age and understanding. As a school, a strong stand is taken on all verbal abuse, regarding it in any

form as hurtful and unacceptable. When such abuse is reported to staff, we must first help the child to understand why it results in a red card.

All racial, homophobic or transgender abuse will be formally reported and recorded by the staff present to the Headteacher. The Headteacher will any action taken including conversations with parents, the child, external agencies etc and this will be stored confidentially. The school is required to report incidents such as this to the local authority

Equal opportunities

As a Rights Respecting School, we aim to ensure equality of opportunity for all children. An attitude of mutual respect is essential amongst adults and children whatever their gender, race, colour, religion, physical characteristics or background. Our policy is a commitment to treating children and all stakeholders equally and fairly. We aim to achieve these goals by working together to raise aspirations, self-esteem and personal achievement. Equal opportunities issues are addressed through the curriculum but apply specifically to the following rights:

Article 19 You have the right to be protected from being hurt or badly treated.

Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment

Article 30 you have the right to enjoy your own culture, practise your own religion, and use your own language.

Special Educational Needs

The school recognises that staff adapt their teaching style and techniques according to the differing learning styles and needs presented by the children; for example, social, emotional and mental health needs as well as a specific diagnosis. Staff should ensure that they also approach behaviour management with the same sensitivities and considerations.

The school recognises that some children may have needs that will require more personalised support. The school staff will endeavour to liaise with internal staff, parents and another agencies to ensure that an Individual Learning, Behaviour Plan or Risk Assessment can be put into place to ensure that the child:

- a) is well supported.
- b) is able to engage in activities
- c) has positive learning experiences

Targets should be achievable and frequently reinforced with praise. All school adults will be made of the plan so that it can be understood and applied fairly by all school staff.

The role of all School Staff:

All staff will be responsible for maintaining high standards of behaviour by:

- Demonstrating excellence as role models and treating children with courtesy and patience.
- Being clear and consistent in their approach by:
 - a) ensuring that positive behaviour is always rewarded
 - b) Implementing this policy fairly and consistently, taking into account all children's varying needs.
 - c) ensuring that unacceptable behaviour is never over-looked
 - d) ensuring that this policy is applied consistently and considerately
 - e) Ensuring that class charters and school rules are reinforced within their own classrooms, creating a safe and secure environment for pupils to learn and demonstrating respect and understanding.
 - f) recognising that there are factors which may impact on pupil behaviour both positively and negatively, including the layout of the classroom, the activities planned for pupils to engage in, the atmosphere within the classroom, the seating arrangements for pupils' and each child's own individual or special needs.
 - g) Sharing specific concerns and needs with other staff so that children's well-being and behaviour can be supported within school.
 - h) Sharing with parents positive learning steps. The class teacher may also contact parents if there is a concern regarding the well-being of the child that needs further discussion and support.

The role of the Headteacher:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to:

- Implement the school behaviour policy consistently throughout the school and to report to governors, when requested on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- To keep accurate records of all reported serious incidents or disclosures within school, including action taken as per the school's safeguarding procedures.
- To monitor behaviour, with governors and report to the Full Governing Body.
- To liaise with school staff, parents and appropriate agencies to ensure that pupils are given appropriate support within a reasonable time frame.
- To implement the suspension and permanent exclusion policy
- To work within the framework of the Sevenoaks cluster for 'In Year Fair Access' and 'Managed move' cases.
- Tackle firmly and promptly all incidents of bullying and racism.

The role of the Governors:

- The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of monitoring and reviewing their effectiveness.
- To follow all procedures set out in the Suspension and Permanent exclusion policy
- The governing body is responsible for reviewing this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
- The governors support the Headteacher in adhering to these guidelines.

The role of Parents:

- To support their children.
- To support school policies.
- To work in partnership with the school within the framework of the Behaviour Policy.

Rewards and Consequences

It is an expectation that all children will demonstrate high standards of behaviour at Ide Hill. These are reinforced through our values and in our School Rules:





**We show pride in our uniform
We treat everyone with respect
We take care of our environment
We show excellent behaviour for learning**

As a school, staff will continually recognise and reward positive behaviour. Rewards can take many guises and will be dependent upon the behaviour displayed and the age of the child. As a general rule of thumb, the younger the child the more immediate the reward will need to be. As children move up through the school positive behaviour will become the expected normal and positive praise and rewards will become more age appropriate. Nevertheless, the school uses positive praise as its main form of reward throughout the school day. It is essential that children are given frequent positive feedback that states what they are being praised for. Children should recognise that positive behaviour leads to reward and recognition, including being given additional responsibilities which demonstrate confidence in their trustworthiness, reliability etc. Rewards should be given a high profile so that parents and children alike are made aware of who has done well and why. Some examples of positive rewards include:

- House points
- 'Star' and 'rainbow' recognition. As a team, all children in the class may earn points (e.g. class 'dojos' or rainbow points) towards a special class treat or golden time.
- Pupils may be nominated to receive an achievement certificate in celebration worship.
- Pupils may nominate each other to receive a friendship award during celebration worship.
- School Prefects are given the authority to award up to three house points per day to a pupil who is noticed for demonstrating our school vision or values through words or actions.
- A class or Key Stage treat, such as a film or golden time.
- A personalised sticker reward chart

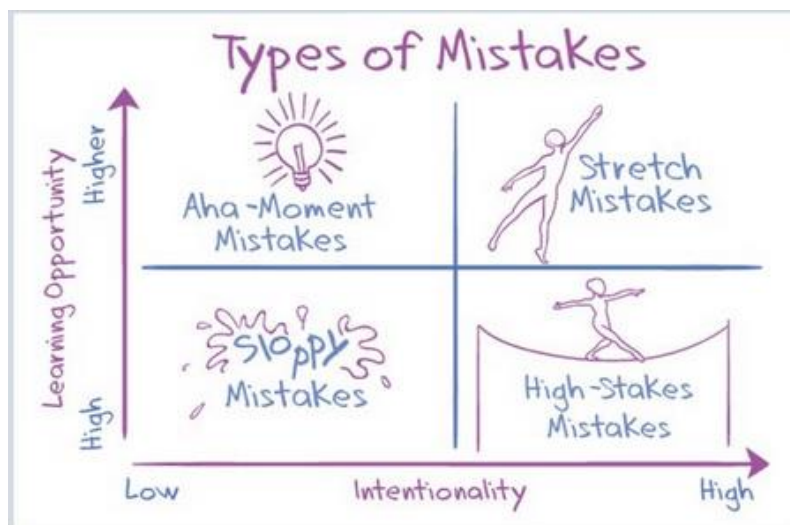
The school supports positive behaviour through our vision and values. We also provide opportunities for children and adults to work together in supporting positive behaviour, as follows:

- At the start of the school year, each class will discuss and create their own class charter, based upon the rights of the child. Children then work together to support each other in demonstrating respect for each other, understanding that rights apply to all children, not just themselves.
- Children's rights are taught explicitly within termly topics, developing empathy, compassion and inspiring children to become active citizens.
- Rights Ambassadors meet regularly with a teacher. Pupils create newsletters, posters, write and deliver assemblies promoting positive behaviours in school, at home and online.
- Conflict hub is used by the school as a way of supporting pupils in understanding the perspective of others and considering ways of restoring positive relationships and behaviour through a positive steps contract.

	<p>Children will be rewarded for their excellent standards of behaviour with a silver screen treat each term.</p>
	<p>Children are able to earn rainbow points towards a whole class treat or golden time.</p>
	<p>Children are placed on the star for 'going the extra mile'</p>
	<p>All children start the day on the green card. They may receive stickers, house points, certificates, verbal or written praise for their conduct of behaviour for learning.</p>

Throughout their time at school, children are encouraged to make good choices. Pupils will be regularly rewarded for their positive behaviour as this supports the school in operating a healthy, respectful and supportive learning environment, where children are able to flourish. For this reason, at the end of every term, the staff will organise a special reward for children who consistently meet our expectations and live out our school vision and values.

The school recognises that making mistakes is part of learning and through our 'growth mindset' approach we recognise that there are different types of learning mistakes



Throughout the school, children are encouraged to reflect on their choices and understand

- a) The implications of their action on themselves or others.
- b) The consequences of their choices.

At Ide Hill, our aim is for children to understand that their actions will impact on themselves and on others either positively or negatively. The purpose of a consequence is to ensure that any unwanted behaviour changes and is not repeated, thus the level of consequence will depend on the child's ability to stop or change their behaviour. Children will be given frequent opportunities to demonstrate that they have developed self-control and learnt from previous mistakes. Our approach will be positive and will aim to encourage children to self-correct their behaviour so that no further consequences will follow and their learning can continue as normal.

Consequences will be applied to all children who behave in a way that interferes with the educational entitlement of other children. There will be consequences for children who hinder a teacher carrying out their professional duties or are rude to any member of our school community. Consequences will be applied to all children whose inappropriate behaviour impacts upon to the smooth running of our school.

Consequences for inappropriate behaviour will include:

- Loss of playtime or privilege
- Child sent to another class or teacher
- Discussion with parents / meeting
- Loss of trip, silver screen time or club
- "On Report" Card
- Involvement of external agencies.
- **The child may be at risk of suspension or permanent exclusion. Please see the Suspension and permanent exclusion policy.**

All children will start each day on the green card. If a child makes an inappropriate behaviour choice, often a look from an adult will be a sufficient prompt to encourage a child to self-correct. At the end of the term a special treat will be organised for children as a reward for their positive behaviour.

If a child demonstrates continued unacceptable behaviour, they will be spoken to by an adult and, where appropriate, helped to understand why the behaviour is not acceptable. The school will regard this as a "warning." Teachers may also choose to move a child so to the behaviour is managed positively and does not stop the flow of learning.

<p>Where poor behaviour choices continue to be made by the child, a yellow card may be given. A yellow card may also be given without warning when children demonstrate behaviour that is dangerous or unacceptable in the situation they are in.</p> <p>Children will be reminded of the initial conversation and be given a 5 minute "time out" to consider the impact of their actions. This will normally happen during playtime, but may take place immediately for younger children, as appropriate. Yellow cards will be monitored by the Senior Leadership Team and may lead to further intervention and support through the school's reporting system.</p>	<p>1 POINT</p>
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A red card may be presented to children when:

- a. Despite the above steps and positive encouragement, children continue to display unacceptable behaviour.
- b. They cause deliberate verbal or physical harm or disrespect.
- c. Vandalism.
- d. deliberate defiance towards an adult

When a red card is given, children are required to miss a morning playtime (15 minutes) to consider and discuss the impact of their actions on themselves or others. Parents will be notified in these, most serious, behaviour cases.

Red cards will be monitored by the Senior Leadership Team and may lead to further intervention and support through the school's reporting system.

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POINTS

Personal support plans may be drawn up with the child in discussion with the class teacher / parents / SENCO.

The school has adopted a 'points' system for monitoring behaviour over time. Each yellow card will be equivalent to 1 point; each red card will be equivalent to 3 points. As children receive red / yellow cards their points will be monitored by the senior leadership team and prompts given to deter children from accumulating further points. It is the hope that this will support children in making more positive choices and for their behaviour to improve.

Children will be put "on report" when they accumulate 5 points in a term through yellow / red cards and their parents will be notified by email. The "on report" procedure will be as follows:

- The yellow / red card system will no longer apply whilst the child is "on report". Instead, the child will be given a report card and their behaviour monitored more closely.
- The child will be required to report to the class teacher at the end of every session (including playtime) with their report card. The child's behaviour during that session will be noted by the adult in charge.
- Every day, for the period of one week (five school days), the child will take home the report card and share it with his / her parent(s).
- The card will be signed by the child's parent(s) and returned to the school via the child's bag for use the following day.
- At the end of the report week (five school days), the card will be given to the class teacher by the child.

We hope that, by working closely as a team around the child, parents and staff together can provide support in improving the child's behaviour and therefore ensure a more positive experience at school. **When this approach is successful** and the child's behaviour improves. they will then come "off report" and will revert to the yellow / red card system. If a child continues to accrue further points through yellow / red cards (8 points or more) they will lose a privilege, for example, silver screen time. At the end of each six week term, children will start afresh.

When this approach is unsuccessful and the child's behaviour does not improve, a meeting will be organised with the Class teacher, Headteacher (or other member of the senior leadership team), the child and the child's parent(s) to devise a suitable way forward to support the child. The meeting will be held to:

- Discuss the unacceptable behaviour seen.
- State expectations for improvement within a reasonable and clear time frame.
- State consequences where behaviour does not improve.

If a child continues to accrue points through yellow / red cards (8 points or more) they will lose a privilege, for example, silver screen time.

Suspension and Permanent Exclusion

On very rare occasions, it may be necessary for the Head Teacher to suspend or permanently exclude pupils. The school has a separate Suspension and Permanent Exclusion Policy.