

# OLDBURY ON SEVERN CHURCH OF ENGLAND VC PRIMARY SCHOOL

## GOOD BEHAVIOUR AND SELF ESTEEM IN A CHURCH OF ENGLAND SCHOOL POLICY

### RATIONALE

*Good behaviour is a necessary condition for effective teaching to take place and society expects good behaviour as an important outcome of the educational process. High self esteem promotes good behaviour.*

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Our Good Behaviour Policy is informed by Christian Values which underpin every aspect of the community's life and work. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew: 2 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"

### AIMS

- To foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- To develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body.
- To raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have demonstrated good behaviour and Christian values.
- To ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- To give children the confidence that issues relating to behaviour will be referred back to The Golden Rule and the school's Christian values.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

We aim that children will:

- 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.)

And teachers will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with 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.
- Develop personally and professionally.

## **GUIDELINES**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus the school has a central role in the learner's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the learner's developing ability to conform to our behavioural goals.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **SCHOOL ETHOS**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the learners and with each other, as their example has an important influence on the learners.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;

- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **THE CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual learners, the active involvement of learners in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the learners, and differentiated to meet the needs of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the progress and achievements, and as a signal that efforts are valued and that progress matters.

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on learner's behaviour. The classroom environment gives clear messages to the learners about the extent to which they and their efforts are valued. Relationships between teacher and learners, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have bearing on behaviour.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others and develop their knowledge to solve problems independently. Praise should be used to encourage good behaviour as well as good work.

## **RULES AND PROCEDURES**

Rules and procedures should be designed to make clear to the children how they could achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole;
- class rules will be defined in consultation with the children at the start of the academic year;
- the children will also be reminded of the School's Golden Rules in assemblies and these will also be repeated at the end of some assemblies in the form of the Oldbury School Prayer.

### **Peer - on - peer abuse**

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This can include, but may not be limited to:

- Bullying (including cyber bullying);
- Physical abuse e.g. hitting, kicking, hair pulling, or otherwise causing physical harm;
- Sexual violence and harassment;
- Sexting;
- Initiation/hazing type violence and rituals.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter for professional judgement.

We seek to minimise the risks of peer on peer abuse with careful vigilance. Incidents of this type will be recorded, investigated and dealt with and victims and perpetrators will be supported appropriately. This type of abuse is unacceptable and will be treated seriously and not passed off as 'banter' or 'having a laugh'. There is a recognition that there can be a gendered nature to this type of abuse but all types of this abuse are taken seriously.

## REWARDS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping our learners to see that good behaviour is valued. The best reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for learners. Rates of praise for behaviour should be as high as for work.

Learner's rewards are presented publicly during Performance Assembly on Friday afternoons. The junior classes gain Golden Time as a reward for good behaviour after an accumulation of table points. Infants gain stickers and certificates.

## SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished in order that children can easily redeem themselves.
- 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.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort,

exclusion (following the CYPD guidelines). Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist, Inclusion Service or Behaviour Support may be necessary. This possibility should be discussed with the Headteacher.

## **COMMUNICATION AND PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where pupils are seen and are behaving in a commendable way, working effectively and with appropriate effort according to their ability, parents will be notified to share and celebrate.

Where the behaviour of a learner is giving cause for concern it is important that all those working with him or her in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the learner's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

As a result of legislation the school also recognises that teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Subject to this good behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- Is in some other way identifiable as a pupil at our school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

This policy will be reviewed regularly.

Debbie Dix  
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