

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.'
Micah 6:8.

*through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life,
living out love and justice for all.*

Behaviour Policy

Staff member responsible	Mrs T. Rainford
Governor/Other responsible	Mr. A. Parker
Date of Policy	February 2025
Reviewed	Annually

Aims and Expectations

It is a primary aim of our school that every member of the school community has the right to be themselves, feels valued and respected, and that each person is treated fairly and equally, as part of the Christian ethos of the school. We are a caring community, whose Christian values are built on mutual trust and respect for all stakeholders. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, ensuring that difference and diversity is celebrated across the whole school community. It aims to promote an environment where everyone feels happy, safe and secure.

The school has clear school rules devised by the school council and have been agreed by staff and pupils. The primary aim of the Behaviour Policy is not a system to enforce rules but to be a means of promoting good relationships and a positive ethos, so that we can work together with the common purpose of helping everyone to learn.

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

We treat all children fairly and apply this Behaviour Policy in a consistent way. However, reasonable adjustments will be made for those children with Special Educational Needs and/or Disability (SEND) and/or showing signs of distressed behaviours. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We want to enable our pupils to become responsible citizens and to prepare them for life in the 21st century.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness, forgiveness and co-operation. This policy is designed to promote positive behaviour. The school has an Anti-bullying Policy which is applied alongside the Behaviour Policy. We are committed to regular monitoring, reviewing and assessing the impact of these.

Rewards and Reminders

All staff praise and reward children for positive behaviour, a hard-working attitude and giving a task '100%' in a variety of ways:

- The Headteacher, teachers and peers congratulate children, they regularly share outstanding work with other classes.
- Teachers give stickers for good work, positive behaviour, outstanding effort or acts of kindness
- We nominate a child from each class to be 'Star of the Day!'
- A child from each class receives a 'smiley face' award in the 'Celebration Assembly' once a week.
- Headteacher's award.

Reminders

- Warning – a look or a quick comment.
- Verbal warning – "If I have to tell you again" – minutes off break.

- If child continues to misbehave, further time taken off break.
- If inappropriate behaviour persists, teacher and child will record misbehaviour in record book. Inform Headteacher.
- If unacceptable behaviour continues, parents will be informed and invited in to discuss problem.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children take part in sports tournaments and music performances on a regular basis and their achievements are always praised verbally and shared in the school newsletter.

The school employs a reward and sanction system to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to listen carefully in clubs before and after school, when working with visitors and when representing school on trips or sporting events.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 'Time Out' is given to the child away from the rest of the class until they calm down, and are in a position to work again with others.
- The safety of the children is paramount in all situations. If a child needs 'reminders' repeatedly, and a child's behaviour endangers the safety of others, immediate action will be taken by The Senior Management Team and parents will be informed of the incident.
- If a child threatens, hurts or 'bullies' another pupil, the class teacher and a member of the SLT records the incident and discusses it with the child. Appropriate action is then taken. Parents will be informed of the incident and invited to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses our School Rules with each class, at the start of each New Year. Our School Rules (agreed by the school council in conjunction with teacher representative) are on display in each classroom.

Please see Appendix A for a copy of the display on show in each classroom:

Our School Rules

- Always 'give it a go,' never give up.
- Always try and see the positive in every situation.
- Always be kind, thoughtful and polite.
- Respect others and all.
- Welcome everyone's ideas and opinions.
- Be honest and learn from our mistakes.

There is also a copy of the reward and sanction system in every classroom, so each child knows the standard of behaviour expected.

The school does not tolerate bullying of any kind, whether it be physical, attacking property, verbal, psychological or cyber. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour by following our Anti Bullying policy.

Bullying:

The school takes bullying very seriously and has robust procedures for identifying and dealing with it. Bullying can be based on any of the following things:

- Race
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual Orientation (homophobic or biphobic bullying)
- Gender Identity (transphobic bullying)
- Special Educational Needs or disability
- Appearance or health matters
- Related to home or other personal situations
- Related to another vulnerable group of people

Pupils are taught about bullying as part of the whole school curriculum, with a particular focus during PSHE activities and assemblies. We expect all members of our community to communicate with each other with respect and courtesy. Bullying of any type will not be tolerated by the school and will be dealt with under the procedures within the school's Anti-bullying Policy.

The Role of the Class teacher

- The teachers at Guilden Sutton ensure the School Rules are adhered to at **all** times.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectation of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and applies the classroom rules and reminders consistently, treating all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or Assistant Headteachers.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with behaviour support services.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy.
- The class teacher will consult with Safeguarding Lead Officer or Deputy Safeguarding Lead Officer of their concerns about the behaviour and welfare of a child, who will then take the appropriate actions.

The Role of the child

- Have a good attitude towards work and play, support and encourage others.
- Always follow the dress code and take pride in your appearance and the quality of work you produce.
- At all times, follow The School Rules - written by The School Council- that reflect our Christian values.
- Always greet someone with a smile, be helpful and have lovely manners.
- Try your very best to reach your full potential in everything you do, from maths to abseiling, from music to tying your shoe laces.
- Look out for each other even if you are in a different class, e.g. Buddy System and The Friendship Stop.
- We support other people in our school and wider community by raising money for charities like The Chester and Ellesmere Port Foodbank, Heart Start and Fairtrade.

The Role of the Midday Assistant

- The midday assistants at Guilden Sutton ensure the School Rules are adhered to at **all** times.
- It is the responsibility of the midday assistant to ensure that the school rules are enforced at lunchtime and that the children behave in a responsible manner.
- The midday assistants in our school have high expectation of the children in terms of behaviour, and they strive to ensure that all children behave well and show courtesy and respect.
- The midday assistant treats each child fairly and applies the classroom code consistently, treating all children with respect and understanding.
- In the first instance, the midday assistant deals with incidents ~~him/herself~~ in the normal manner. However, if misbehaviour continues, support and advice should be sought from the class teacher, Assistant Headteachers or Headteacher.
- The midday assistant will consult with Safeguarding Lead Officer or Deputy Safeguarding Lead Officers of their concerns about the behaviour and welfare of a child, who will then take the appropriate actions.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 and 'Flourishing for All: Anti-Bullying Guidance for Church of England School', to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of repeated levels of unacceptable behaviour, the Headteacher may presently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain our School Rules in the school prospectus, and we expect parents to read these with their children and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.
- If the concern remains, they should contact the headteacher.
- If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Disciplinary Committee (see below)

Fixed-Term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs Cheshire West and Chester and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has an Appeals Panel. This panel considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher and leadership team monitor the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. When appropriate, these will be shared with all teaching staff during a weekly 'Book of Concerns' meeting. The class teacher records minor classroom incidents in a behaviour log book. The Headteacher records those incidents where a child is sent to her on account of behaviour not in line with school policy. We also keep a record of any incidents that occur at break or lunchtimes. Any concerns are recorded on an electronic system: Record of Concerns form and addressed accordingly. The Headteacher keeps records of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



‘Love and Justice for All’



Rewards

- All staff praise and reward children for exemplary behaviour, a positive hard-working attitude, giving a task “100%” and following the school rules in a variety of ways:
- All staff and children congratulate children on their successes
- They regularly share outstanding work with the class, parents, subject leaders and the Headteacher
- Stickers are given out by staff
- “Peace Babies” for acts of kindness and doing the right thing because it is the right thing to do
- Star of the Day!
- Smiley Face and Headteacher’s awards in Smiley Face assemblies
- Headteacher’s Awards throughout the week
- Celebrating and sharing on social media, weekly newsletter and class blogs.



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Reminders

- Warning – a look or quick comment
- Verbal reminder – child's name said, minutes off break, time to 'cool down', have time in the 'Reflective Area' or E.L.S.A. support (if required)
- If child continues to make the wrong choices, further time off break time
- Continuous misbehaviour will be recorded in class behaviour log and shared with all staff
- Headteacher informed
- If misbehaviour continues, parents will be informed and invited into school to discuss and implement support.