



Brimscombe C of E (VA) Primary School

Behaviour Policy

Approved by: FGB

Date: Jan 2023

Last reviewed on: February 2021

Next review due by: January 2025

Our vision statement:

Our shared vision is what makes Brimscombe C.E. (VA) School such an inclusive and happy place. Rooted in Christian Values, it is at the heart of all we do. It is taken firstly from Paul's letter to the Corinthians.

'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do. 1 Corinthians 16:13-14

Through our Christian ethos we work together to develop enquiring minds, a spirit of curiosity, tolerance, and resilience. We value every member of our school community for who they are. Through challenge, support and building positive relationships, we pursue excellence in all we do.

The aims of our school are that:

- All our pupils feel safe & cared for
- All our children flourish
- We look after ourselves and each other
- Everyone in our school community understands tolerance & respect for others.
- Each child grows in spiritual awareness.
- We celebrate diversity.
- We encourage global awareness
- We provide rich opportunities for our children to learn
- Everyone promotes positive relationships.
- We build a community of children, staff, parents and Governors that works together for the benefit of all.

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1. Aim

The purpose of this policy document is to outline the behaviour expected at Brimscombe CE (VA) Primary school and the ways in which this will be achieved.

2. Who is the policy for

The policy is a reference point for:

- Governors
- All staff, including new and temporary staff
- Voluntary helpers
- Parents and carers
- Pupils

We recognise that in order to develop and maintain high standards of behaviour, as detailed below, there must be consistent systems of rewards and sanctions implemented fairly across the school and supported by parents at home.

3. Why is a behaviour policy needed

- All children have a right to learn in a safe, happy environment. By ensuring a high standard of behaviour, we will create this positive learning environment.
- The policy will ensure a consistent approach to developing and maintaining a high standard of behaviour.
- It will provide a framework of reference for the whole school community.
- It will ensure that the school community has a shared vision and expectation of good behaviour.

4. What is good behaviour

All members of the school community, including parents, staff and children, model the following behaviours:

- Respect for each other
- Care for the school environment
- Positive listening skills
- Self-discipline
- Be polite and welcoming
- Take responsibility for their actions
- Be fair and consistent
- Have high expectations of themselves and others
- Take pride in their achievements and those of the school
- Contribute to a positive learning environment

5. Systems of Rewards and Consequence

- At the root of the school's approach to behaviour and behaviour management are the school's vision statement and its associated values for life: Kindness, Respect, Courage, Friendship and Responsibility
- Each class develops its own set of guidelines for good behaviour and shares the whole school agreed guidelines.
- The school has a comprehensive system of rewards.
- The school has a simple, linear system of sanctions.
- It is recognised that some individual pupils may require additional support to develop good behaviour.

6. In class consequences

1	Verbal warning
2	Moved away
3	Yellow Card – completed and parents have a copy – recorded on CPOMS
4	Red card – See Head Teacher – parents informed by telephone-recorded on CPOMS
5	X3 Head Teacher Visits = Parents'/ Carers' meeting – Recorded on CPOMS

7. Communication with parents

In the event of any of the below, parents will be informed:

- inappropriate physical contact
- racism
- homophobic behaviour
- Bullying of any kind

8. Physical intervention

Physical intervention should only be used as a final resort, where a pupil is endangering himself or others. Only trained staff should employ physical restraint.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

9. Recording Behaviour:

Incidents of behaviour are logged systematically by staff on CPOMS

10. Links to other policies

This policy should be read in conjunction with the following:

- Safeguarding policy & procedure
- SEND policy
- Anti-bullying Policy
- Equality Policy

This policy will be reviewed every 2 years by Education and Standards Committee