



Christ Church CEVA Primary School

"A Christian community dedicated to educational excellence."

BEHAVIOUR POLICY

Rationale

This policy intends to promote the achievement of high academic standards and personal development by delivering high standards of behaviour throughout the school.

As a school, we have agreed a set of key values for how we behave in school. These values fall into five areas:

- Achievement;
- Teamwork;
- Fairness;
- Kindness; and
- Faith

Along with these core school values, we actively seek to promote the rights of the children at Christ Church along with teaching them, and giving them opportunities to fulfil their individual and collective responsibilities.

Aims:

As well as supporting successful outcomes in each of our core values, this policy sets out guidance to:

- Enable each child to learn in a calm, purposeful, secure and happy school environment.
- Ensure that boundaries of acceptable behaviour are clear to all concerned and to teach and raise children's awareness about appropriate behaviour.
- Promote and ensure a consistent approach to behaviour throughout the school which is clearly understood by pupils, parents, staff and Governors.
- Encourage self-esteem and mutual respect, where good behaviour and achievements are acknowledged and valued.
- Encourage mutual co-operation at all times for the benefit of individuals and the school environment as a whole.
- Foster increasing independence and high standards of self-discipline so that each child accepts responsibility for his/her own behaviour.

Guidelines

General behaviour

- Individuals should be able to work to the best of their ability and allow others to do the same.
- All individuals should treat others with courtesy and respect and show co-operation with both children and adults.
- **All adults** in the school will provide a role model for acceptable standards of behaviour.

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- **All adults** in the school will accept responsibility for maintaining the good behaviour of pupils throughout the school.
- Adults and children should listen to each other and treat each other fairly.
- Children should be encouraged to express their feelings, resolve conflicts and make the right choices about their behaviour.
- Clear expectations of good behaviour should be understood by everyone. The children should contribute towards the compilation of rules and sanctions so that they are owned and valued by all concerned. They should be consistently applied by all staff.

Details of expected behaviours are in Appendix A.

Teaching and Learning

- Curricular content and teaching/learning methods are important influences on pupil's behaviour. There should be:
 - An interesting, challenging and relevant curriculum suited to the needs of the individual child.
 - Each pupil should be on-task with a clear understanding of goals and there should be an appropriate balance between challenge and support (i.e. not too hard so that the pupil feels overwhelmed or confused and not too easy so that the pupil becomes bored).
 - Teachers should consider the implications for pupil behaviour when grouping them.
 - We will apply the principles of 'Learning Without Limits' in all aspects of our teaching
- Children should receive positive appropriate feedback about attitudes to work and good behaviour from all staff, leading to a growing sense of confidence and a greater self-esteem. Praise should be descriptive, relevant and immediate so that the child is clear about what is good. They should feel recognised and valued as an individual. A positive attitude and good behaviour should be celebrated.

Rewards and Sanctions

- A range of rewards may be provided (e.g. stickers, stars, certificates) and be accessible to all children. This should not include bought gifts or sweets. As the children progress throughout the school we hope that they will find satisfaction in achievement for its own sake and not necessarily for a tangible reward.
- Where behaviour falls from the highest level, a clear set of sanctions is in place in school. These sanctions are clear to all pupils, parents, staff and Governors and are applied in a fair and consistent manner across the whole school, in age-appropriate ways.

Details of incentives and sanctions are in Appendix B.

School environment

- The school's environment will be maintained by the governors and school leaders to create an attractive and welcome place of work.
- Pupil's work displayed in such a way as to foster self-esteem and create a sense of shared ownership of their environment.
- Care should be taken of the school's indoor and outdoor environment.
- The school's property and each other's property should be treated with respect.

Parents / Carers

- The school will encourage and foster active partnership with parents, valuing their support and informing them of good and bad behaviour.

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- The school is following the 'Achievement for All' programme, which includes raising the profile of shared work between home and school.
- Early consultation will be given priority in the case of unacceptable behaviour and good behaviour will be communicated to parents.
- Teachers are primarily responsible for communicating with parents although all staff have a role to play in communicating effectively. The Assistant SENDCo and Headteacher (or deputy) will play an active role in working with class teachers and parents at an early stage should behaviour become unsatisfactory.
- Parents, staff and children need to accept that expectations of behaviour at home may be very different from behaviour at school.

Infant classes

- Although the principles, above, apply to all pupils within the school, including the very youngest in our Foundation Stage and Key Stage 1, our practice in these classes will reflect best practice as follows:

Foundation Stage

- A child will receive a verbal warning if behaviour is unacceptable;
- If poor behaviour continues, we will use a 'time out chair' instead of school sanctions, with a 3-minute timer;
- When the timer is finished, the pupil will be asked to apologise if their actions were directed at another child or adult. If their poor behaviour was task related, they will be asked to complete their task;
- Parents will be informed if poor behaviour continues or is recurring;
- The school Assistant SENDCo may also support class staff to manage behaviour.

Key Stage 1 (Year 1 and 2)

- Golden Time is used as a behaviour management strategy and reward system. All children start with 30 minutes of free play where they can choose to do any activities in the classroom that they wish. If they do not follow the school and class rules, they will move their name to the warning rainbow and then to the clouds which each mean they will lose Golden Time in 5 minute increments.
- The children will receive more Golden Time in the afternoons of the Autumn Term as a transition from FS2 but then this is then reduced to a Friday afternoon only for the Spring and Summer Terms.
- On occasion, the children will receive a Yellow or Red letter (Sanction) if they have intentionally and severely hurt a child or if they have used highly inappropriate language.

Conclusion:

Through a consistent, whole school approach to behaviour each individual will be given the opportunity to fulfil his/her potential and achieve to the maximum of their capabilities.

Signed:

Chair of Governors

Dated:

January 2017

APPENDIX A

Expectations of Behaviour

We have a “NO TOUCHING” policy, whereby the inappropriate touching of anyone else’s person e.g. fighting, pulling, pushing without their permission is unacceptable.

IN CLASS

We expect the children to make the right choices by:

- doing as they are asked by any adult
- listening carefully and following instructions
- putting their hands up when they wish to speak
- being truthful
- maintaining an appropriate noise level
- being polite and kind to peers and adults
- behaving in a way that keeps themselves and others safe
- treating all property with care
- co-operating and being helpful
- using appropriate language

WHEN EATING AT LUNCHTIME

We expect the children to make the right choices by:

- keeping the noise to an acceptable level
- not dropping unwanted food / paper on the floor
- putting up their hand if they need help from a dinner supervisor
- coming in and going out quietly (no running)
- having good table manners
- doing as they are asked
- keeping the rooms tidy and clearing up their own mess
- behaving in a way that keeps themselves and others safe
- co-operating and being helpful
- treating all property with care
- using appropriate language
- being polite and kind to peers and adults

IN COLLECTIVE WORSHIP

We expect the children to make the right choices by:

- coming in and going out in silence
- sitting without interfering with other children
- putting up their hands when they are asked a question
- showing respect to those leading the collective worship
- participating appropriately

IN THE PLAYGROUND

We expect the children to make the right choices by:

- doing as they are asked by any adult
- showing respect and being polite and kind to peers and adults
- behaving in a way that keeps themselves and others safe
- co-operating and being helpful
- treating all property with care
- using appropriate language
- stopping on the whistle and lining up in silence
- going to see the person on duty if there is a problem
- being self-controlled and avoiding retaliating if there is a problem
- moving around showing awareness of others
- being co-operative
- not play-fighting
- treating their peers how they wish to be treated

All staff, parents and children will be made aware of these expectations which will be reviewed regularly.

APPENDIX B

Incentives and sanctions used throughout the school

Incentives

Class Stars (or equivalent) will be awarded to a class for good behaviour e.g. good sitting in Collective Worship or lining up quietly at the end of playtime.

Class teachers will agree with the pupils in their class, the rewards attached to this good behaviour. This might be the use of 'Golden-time' or additional playtime.

Each week, class teachers will choose a child to receive a 'Personal Best' award, to recognise outstanding effort in academic or non-academic areas, including behaviour, or their support / care for others. This certificate will be presented in the Friday 'Achievement Service'.

Special stickers may also be used by staff (including SMSAs) to reward children who are helpful or kind in small ways during the day. It is hoped that this will further promote positive behaviour.

Headteacher's Award

This is awarded if the teacher and Headteacher (or deputy) thinks the child has achieved something that is extra special. A Headteacher's sticker will be awarded and a letter will be sent home to recognise the child's achievement.

Teachers are encouraged to send children for the award in a regular and consistent way.

Sanctions

Sanctions may be given to children when their behaviour is inappropriate or does not meet the expectations listed in the policy. All teachers and the Assistant SENDCo are responsible for giving sanctions and applying the consequences associated with them (Support Staff may have temporary responsibility for a class e.g. when swimming, or when teaching half the class as a group – e.g. in ICT - and may give rewards or sanctions).

Support staff should inform the class teacher of any inappropriate behaviour outside of the class, and the class teacher will then make a decision about the action to be taken.

Sanctions are wiped clean at the end of each day. **However**, if a child receives 2 or more sanctions in the afternoon, the consequences will be carried forward to the following day.

Letters are sent home for 3 sanctions (yellow form) or 4 sanctions (red form). The Headteacher (or deputy) should be informed immediately when 3 or 4 sanctions are given. He may send a child to work with the school's Assistant SENDCo for the rest of the day and inform parents. Records (behaviour log) of children with 3 or 4 sanctions are kept by the Assistant SENDCo (see below).

The consequences of sanctions are:

SANCTION 1 - Verbal warning. Time in the 'red zone' if a minor incident occurs at playtime or lunchtime

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SANCTION 2 - The child misses morning or afternoon playtime and lines up along a designated wall / 'red zone' for half of playtime. **Alternatively**, a child may be sent to the Y6 classroom at lunchtime for a period of time agreed with the class teacher, where they will be supervised by a member of the Senior Leadership Team.

SANCTION 3 - The child is removed from their class and works independently for the remainder of the morning or afternoon in another class. A yellow letter is sent home.

SANCTION 4 - The child is sent to the Headteacher (or deputy). The Headteacher (or deputy)/ Assistant SENDCo in turn informs parents and will discuss further measures, which could include working independently with the school's Assistant SENDCo. The Headteacher (or deputy) will agree the final level of sanction with the class teacher.

In cases of extremely bad behaviour the Headteacher has the discretion to use additional sanctions. In very rare cases the Headteacher may exclude the child for a fixed period (up to 45 days per year) or permanently from the school.

School Behaviour Log

The purpose of this is for the class teacher / Assistant SENDCo / Headteacher to record and monitor unacceptable behaviour.

Children's names will be entered in the log if they receive 3 or 4 sanctions.

We do not anticipate that many children will require entry in the behaviour log.

A child will automatically receive 4 sanctions and their name will be entered in the behaviour log and be sent straight to the Head Teacher for:

- Swearing / abuse directed towards adults or other pupils;
- Fighting; or
- Threatening the health and safety of others or themselves.