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## OVERVIEW

This policy sets out the expectations of behaviour at Christ Church CE Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school and with the SEAL (Social emotional aspects of learning) programme because we feel it is vital that the School adopts and maintains a consistent approach to behaviour at all times and by all members of the School community. This policy also links to the school Anti-bullying policy.

### 1. Aims

- 1.1. To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- 1.2. To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- 1.3. To help pupils develop self-respect, self-control and accountability for their own behaviour
- 1.4. To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourself and others
- 1.5. To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:



- 1.6. A carefully planned curriculum
- 1.7. Effective classroom management
- 1.8. Adult role-modelling
- 1.9. Whole school behaviour management plan
- 1.10. Playtime and lunchtime provision (structured playground games, lunchtime clubs)
- 1.11. Personalised programmes/ support from outside agencies

## **2. Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

## **3. Staff Responsibilities**

- 3.1. To role model good behaviour and positive relationships
- 3.2. To create a positive climate with realistic expectations
- 3.3. To emphasise the importance of values and being valued
- 3.4. To provide an effective learning and teaching environment
- 3.5. To encourage positive relationships based on kindness, empathy and respect
- 3.6. To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- 3.7. Show appreciation of the efforts and contributions of everyone
- 3.8. All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.



## 4. Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition and consequences.

### **Everyone in our school has the right to.....**

- 4.1. learn
- 4.2. be respected
- 4.3. be safe

### **Therefore everyone is expected to follow these whole school rules:**

- 4.4. We are gentle and respectful of others.
- 4.5. We are kind, caring and helpful.
- 4.6. We listen to others views and opinions.
- 4.7. We are honest.
- 4.8. We always try our best even when things are difficult.
- 4.9. We take responsibility for looking after our school and everybody's property.

When we all work together to follow these rules and our values our school will continue to be a safe and happy place to learn.

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

## 5. Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour.

All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through **RECOGNITION** and **PRAISE**, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole



class levels in order to promote a sense of both individual and corporate responsibility.

- 5.1. Praise and positive individual or group recognition
- 5.2. Stickers – either worn by child, or collected on a chart or card
- 5.3. Positive recognition to parents at the end of the session/ day
- 5.4. House points awarded
- 5.5. Showing work to another adult/ class/ Headteacher
- 5.6. Good behaviour texts sent home to parents
- 5.7. Certificates (presented in assembly)
- 5.8. Collective whole class rewards: Each class has the opportunity to collect for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat or 'special time' as agreed between the teacher and children.

## **6. House point system**

All children belong to a house group in which they remain. House points can be awarded by any member of school staff. They are awarded for following whole school rules. Each week the children add their merits to a collective score for their house and the winner for the week is announced in assembly and displayed on the noticeboard. Each half term the winning house gains an additional playtime.

## **7. Dealing with unacceptable behaviour**

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates, to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour,



such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

## **8. Consequences**

### ***Stage 1: Verbal reminder of the expected behaviour/ school rule***

Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then you will have time out.

### ***Stage 2: Time out within classroom***

(3-5 minutes for KS1, 5-10 minutes for KS2) Name recorded in behaviour book.

Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then there will be a further consequence.

### ***Stage 3: Time out outside the classroom***

Miss 10 minutes of playtime to make up for learning time missed– name recorded in behaviour book

Reflection sheet filled in if appropriate and discussed with an adult

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, or phone call.

Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then there will be further consequence.

### ***Stage 4: If unacceptable/ disruptive behaviour continues,***

sent to speak to headteacher/ deputy

Time out working away from class for rest of morning/ afternoon

Reflection sheet filled in



Meeting with parent arranged and recorded

Possible use of timetable to monitor behaviour/ individual behaviour Targets

- 8.1. With persistent disruptive behaviour incidents, children will be expected to fill in a KS1 or KS2 reflection sheet. This will be kept on file along with the incident record sheet. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology.
- 8.2. Extremely unacceptable behaviour will be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).
- 8.3. Following every incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

Please see the attached appendices for hierarchy of behaviour and consequences.

## **9. Playtimes and Lunchtimes**

- 9.1. At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment for each key stage and structured games which are lead each lunchtime by playground staff, with the focus on co-operative play, good communication and teamwork.



- 9.2. We also have a system of playground friends to support younger pupils and some additional lunchtime clubs such as chess, gardening and football.
- 9.3. If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school SEAL approach. Peaceful problem solving prompt questions may be used. Such strategies are covered in whole class PSHE and C time and SEAL as well as being reinforced with individuals or small groups where appropriate.
- 9.4. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points.

## 10. Consequences

At play and lunchtimes there is a three stage hierarchy of corrective interventions and consequences.

### **Stage 1: Rule/ expected behaviour reminder**

Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then you will have time out.

### **Stage 2: Timeout for 5 minutes**

– child to stand next to and follow adult. Incident recorded in the incident book.

Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then there will be a further consequence.

### **Stage 3: Timeout outside the office**

for remainder of play or lunchtime

Reflection sheet filled in and discussed with an adult

Incident recorded in the incident book

Headteacher or deputy informed. Parents will be informed.





- 10.1. All playground incidents must be reported to the class teacher to ensure that s/he is aware of what has happened and the consequences of behaviour.
- 10.2. Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.
- 10.3. In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away to the head or deputy and may be excluded from play and lunchtimes for a fixed period.

## **11. Children's Responsibilities**

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

## **12. Parents' Responsibilities**

- 12.1. Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.
- 12.2. We display the school's rules, rewards and consequence systems. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Head may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors.



- 12.3. We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

### **13. Special Educational Needs**

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents.

The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

### **14. Fixed term and Permanent exclusions**

- 14.1. Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 14.2. If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.
- 14.3. The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.



## **15. Recording, monitoring and evaluating behaviour**

Behaviour in school will be recorded through reflection sheets, behaviour books and lunchtime incident book. Progress towards individual targets will be recorded on individual behaviour/ education plans. The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.



## 16. Sanctions

Behaviour	Sanction			
<b>Category A behaviours include or are equivalent to:</b>	<b>Category A</b>			
<ul style="list-style-type: none"> <li>• Talking at an inappropriate time</li> <li>• Running in school</li> <li>• Calling out and/or inappropriate noise</li> <li>• Eating in class without permission</li> </ul>	1. Non-verbal warning to show disapproval of the behaviour	2. Verbal warning	3. Moved to another seat or removed from social group	4. Isolation in class or playground (time out) Parents may be spoken to
<b>Category B behaviours include or are equivalent to:</b>	<b>Category B</b>			
<ul style="list-style-type: none"> <li>• Distracting others from their work</li> <li>• Play fighting</li> <li>• Inappropriate bad language other than swearing</li> <li>• Throwing things in class</li> <li>• Being in school without permission</li> </ul>	1. Verbal warning	2. Moved to another seat or removed from social group	3. Isolation in class or playground (time out). Parents spoken to.	4. Sent to Senior leader / sent in from the playground. Parents spoken to.



<b>Category C behaviours include or are equivalent to:</b>	<b>Category C</b>			
<ul style="list-style-type: none"> <li>• Rudeness and disobedience</li> <li>• Refusal to carry out instructions</li> <li>• Biting or spitting</li> <li>• Name calling</li> <li>• 'Mild vandalism'</li> <li>• Disrespecting others' property</li> <li>• Swearing and blasphemy</li> </ul>	1. Isolation in class or playground (time out). Parents may be spoken to	2. Name in behaviour book. Reflection sheet Parents spoken to.	3. Sent to a senior teacher and playtime or lunchtime missed. Letter of notification/phone call to parents	
<b>Category D behaviours include or are equivalent to:</b>	<b>Category D</b>			
<ul style="list-style-type: none"> <li>• Serious vandalism</li> <li>• Persistent/provocative swearing and blasphemy</li> <li>• Deliberate, unkind name calling</li> <li>• Intimidation/controlling peers</li> <li>• Fighting</li> </ul>	1. Sent to a senior teacher and playtime or lunchtime missed. Letter of notification/phone call to parents. Reflection sheet.	2. Sent to Deputy Headteacher and detailed letter written home to parents/carers. Temporary exclusion from playtimes and/or	3. Sent to Headteacher and parents/carers brought into school to discuss the behaviour and its implications. Further sessions will	



<ul style="list-style-type: none"> <li>• Temper outbursts</li> <li>• Lying</li> <li>• Use of aggressive physical force</li> </ul>		<p>lunchtimes. Follow up phone calls to parents/carers</p>	<p>depend on the nature of the behaviour.</p>
<p><b>Category E behaviours include or are equivalent to:</b></p>	<p><b>Category E</b></p>		
<ul style="list-style-type: none"> <li>• Persistent abusive comments relating to race, gender, sexuality or disability</li> <li>• Bullying</li> <li>• Physical violence</li> <li>• Serious or persistent theft</li> <li>• Deliberately endangering their own or others' health and safety</li> </ul>	<p>1. Sent to Deputy Headteacher and detailed letter written home to parents/carers. Temporary exclusion from playtimes and/or lunchtimes</p>	<p>2. Sent to Headteacher and parents/carers brought into school to discuss the behaviour and its implications. Further sanctions will depend on the nature of the behaviour.</p>	

**Comments:**

1. All category D and E behaviours are recorded in the school log book. Category A, B and C behaviours may be recorded at the teacher's discretion. Teachers' own professional judgement will be used as to where the sanction falls within a category.

2. Foundation Stage sanctions are applied within categories A-C.