

BEHAVIOUR POLICY

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Mission Statement

Reach for the stars

Values

- ❖ As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, trust** and **spirituality** are at the heart of all school life.
- ❖ We are an inclusive school which means we welcome everyone into our school. We thrive on diversity.
- ❖ We strive to ensure that children are happy here, that they enjoy their education and are given every opportunity to reach their full potential.
- ❖ We endeavour to provide a caring, safe and engaging environment where individuals feel valued and that they belong.

Learning

- ❖ At Christ Church we put the wellbeing, development and progress of our children first. We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage **perseverance** and resilience and celebrate achievement.
- ❖ Our mission is to develop independent learners with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.
- ❖ We seek to engender the joy and wonder of learning by providing a creative and challenging curriculum which makes learning vivid, real, enjoyable and fun.

Partnership

- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents and our local parish community and promote partnerships locally, nationally and globally in order to become active citizens and responsible stewards of our world.

AIMS OF THIS POLICY

- To ensure our shared Christian values are lived in the practice of the school.
- To enable pupils to be the best they can be within a loving, forgiving environment with God at the centre.

To achieve this we will ensure that:

- a caring and secure environment is created;
- the atmosphere is calm, purposeful and pleasant;
- mutual respect exists between all staff and children;
- the policy is fully understood by all staff and is consistently implemented;
- children have a clear understanding of the school's expectations regarding appropriate behaviour (School rules);
- we have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- an effective learning and teaching environment is created;
- good behaviour is rewarded to improve pupil self esteem;
- the rewarding of good behaviour and the constant application of sanctions has the desired effect in modifying inappropriate behaviour;
- this policy is regularly monitored and reviewed.

Positive Relationships

Positive relationships based on respect are the key to achieving good behaviour between teacher and pupils. It is important that pupils feel safe and secure and are confident that they can trust their teacher. A consistent approach is required at all times both by the individual teachers and across the school as a whole in order that children understand and accept the parameters within which we want them to operate. It is vital that children see the fairness of our rewards and sanctions system and accept that it is being consistently applied. All of these ingredients are necessary in the establishing of positive relationships with our children which will be required if we are to effectively manage behaviour.

Classroom Management

A well organised teaching environment is a useful resource in assisting in behaviour management. At a purely practical level for example, if all work trays are situated in one area of the classroom, then there is a potential problem with too many children attempting to collect resources at the same time. The arrangement of tables etc.

should be carefully considered in order that the teacher is able to monitor the children effectively. Areas where children can disappear from view could also be a source of potential problems. Resources should also be stored where they are easily accessible to the children. A well organised classroom will remove any of the opportunities for unacceptable behaviour.

Effective Management

Effective management of pupils should also be used to alleviate potential behaviour problems. Certain children for example, should not be allowed to work together and other children may need to be separated from a class mate in order to feel at ease within the classroom. It is especially important that routines are established to assist in maintaining appropriate standards of behaviour. These routines should be clearly understood by the children and should include the supervision of children to and from the playground and the establishment of 'waiting points' so that children are within sight in corridors etc.

Self Esteem

The children's self esteem should be raised whenever possible. It is important that a child guilty of inappropriate behaviour understands that it is the behaviour rather than himself which is the cause of the teacher's displeasure. Improvements in behaviour should be rewarded as appropriate as a means of reinforcing what is acceptable but also to demonstrate to the child the benefits of conforming to the standards of behaviour we expect.

High Expectations

All staff should make it clear to the children the high expectations which they have with regard to standards of behaviour. It is vital that there is a consistent approach throughout the school based upon the outline classroom rules and the agreed school rules. Children must be able to recognise that rewards and sanctions are being fairly applied not only within their own classroom, but across the school as a whole. Acceptable behaviour needs to be "taught" not "caught". We have selected themes / values which are important to our school and these are taught intensively over the year in half termly intervals.

School Rules

The following list of school rules have been discussed and agreed by staff.

- i. Follow directions immediately
- ii. Respect our school, its people and its property
- iii. Treat other people the way that you want to be treated
- iv. Reach for the stars

Classroom Rules

These rules form the basis of classroom rules which should be created for individual classes following discussions between pupils and class teachers. These rules may vary slightly from class to class and modified slightly to make them appropriate to the age of the children in relation to language etc. All classroom rules or codes of conduct will be based upon this list however.

Rewards

Rewards for appropriate behaviour will be consistently given by all staff. Such rewards serve not only to reinforce good behaviour but can also act as an incentive to children as we strive to modify unacceptable aspects of their behaviour.

- Rewards can begin with simple praise from the class teacher or a visit to other teachers or the head teacher for further praise.
- The *Good to be Green* programme is used in all classes from REC to YR6.
- Stickers, stamps and smiley faces are used across the school.
- Children can be awarded the use of the golden cushion.
- Key Stage 2 uses raffle tickets and weekly prizes.
- Exceptional work or exemplary behaviour can be rewarded by a letter from the Head Teacher to the parents of the child involved.
- Written comments when marking should be used to give appropriate praise
- Lunchtime certificates and stickers to reward good behaviour are given by the lunchtime supervisory staff.
- Certificates for good work, behaviour or attitude will be distributed at the weekly achievements assembly.
- Good behaviour can also be recorded in the *Golden book* and read out in assembly.

Misbehaviour

There are a huge variety of different types of misbehaviour ranging from minor classroom disorders such as inappropriate talking to serious issues such as fighting. Although the roots of some of this misbehaviour may lie at home, it is still important that it is challenged in school and children must understand the expectations we have of them. It is important however, that we examine our own routines and quality of teaching in order to remove opportunities for inappropriate behaviour.

It should be remembered that frustration and boredom are primary causes of pupil misdemeanours. Consequently it is important that lessons are interesting and that work is pitched at an appropriate level for the needs and ability of the children.

The goal of the poorly behaved child can be to ensure that they are the centre of attention. Careful planning can sometimes alleviate some of these problems, e.g. for example, minor misdemeanours can even be ignored if they pose no danger to the other children, property and the child himself. Such misbehaviour is often purely attention seeking. Refusing to give the child the attention he seeks may be enough to curb his behaviour although obviously this approach is not without its risks if the child's behaviour deteriorates further in an attempt to gain the attention he craves. The key to this type of behaviour management lies in the teacher stepping in at an appropriate point to ensure that the situation does not get out of hand.

The potentially disruptive child should also be made to feel part of the class. Careful positioning of the pupil may be necessary but self esteem can be boosted by giving the child minor responsibilities. This also serves to give the child the attention he is seeking.

Sanctions



Although it is our aim to reinforce good behaviour and modify that behaviour which is inappropriate through our rewards system, we must also acknowledge that on occasions we will need to impose sanctions in order to maintain discipline.

At Christ Church we follow a ten step programme.

1. Non-verbal warning - Teacher gives a disapproving glance or gesture e.g. finger over lips = quiet.
2. Children receive a verbal warning.
3. Second verbal warning given.
4. Time out in the classroom. Children are asked to sit on the blue mat and reflect on their behaviour. Yellow card given.
5. Five minutes missed break. Red card given. Teacher informs parents.
6. Time out of the classroom.
7. Head teacher speaks to parents.
8. Decision may be to place child on report and/or refer to Behaviour Support Services [BSS].
9. Daily reports to parents.
10. Exclusion

The school reserves the right to omit any of the stages in this process if it is believed that the child's misbehaviour requires serious measures to be taken. Having said this however, it is the school's intention to view exclusion as a last resort and not to be entered into lightly. Exclusion will only be considered in cases of repeated or serious misbehaviour which are deemed to be of a danger to the child himself, other people or the well being of the school. Exclusion from class, but within school may also be an option.

Children and their parents need to know what will happen in circumstances of serious inappropriate behaviour. These sanctions are listed below.

- Swearing at an adult – one day exclusion.
- Violence towards an adult – two day exclusion
- Any child leaving class/ school will be watched while on school premises.

If a child leaves the premises the EWO / police will be informed and parents contacted immediately.

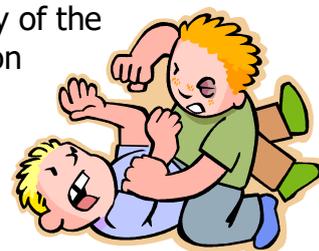
Refer also to the school's anti-bullying policy.

Withdrawal of children

Exclusion from certain lessons cannot be used as a sanction for inappropriate behaviour. However, a child can be withdrawn from a lesson or activity if their own or the safety of others is questioned. Children can be withdrawn from class with their work set in some instances.

Sudden Flare Ups

When dealing with a sudden flare up of paramount concern is the safety of the children. An atmosphere of calm and order needs to be restored as soon as possible and may require the assistance of other staff. It should be remembered that the law does allow suitable restraint of a child if they or others are deemed to be at risk- see physical control of children policy. We have agreed that 'suitable restraint' should be using the minimal force necessary to keep the child and the restrainer safe. Once order has been restored then it will be necessary to investigate the cause of the flare up and impose suitable sanctions as detailed elsewhere in this policy.



Any fighting should be reported to the head teacher.

Playtimes

Children will be escorted to and from the yard by the class teacher and teaching assistant. Basic equipment such as balls, skipping ropes etc will be provided for the children to use at playtimes. This will help to alleviate the boredom which can lead to poor behaviour. The teacher on duty will be responsible for maintaining good order during playtime and ensuring



that no child sees playtime as a traumatic experience.



To assist in behaviour management the school yard will be used as follows. The main yard will be used for ball games and running and chasing games. Children wishing to play more quietly (e.g. card games, chatting) will use the inner yard, whilst the garden area will be available for children who wish to sit quietly or read.

Two members of staff are on duty; one in the main yard and one in the inner yard. Staff should circulate in their designated areas.

At play times children will request a band from staff on duty if they need to enter school e.g. for toilet. A maximum of four children (2 boys, 2 girls) will be allowed in at any one time.



Lunch Times

Children will be escorted to either the yard or dining room by teachers and teaching assistants. Once in the yard they will use the areas outlined already under the guidance of the supervisory assistants. Serious incidents of misbehaviour will be recorded in writing and reported to the class teacher or Head Teacher as appropriate. Children will be collected from the yard at the end of lunch time by the class teacher and teaching assistant.

Wet Breaks



At wet playtimes two members of staff on duty will be responsible for all the children in KS1 and 2. Year 3 will join YR1/2 in their classroom and YR 4 will join children in YR5/6. During wet lunch times the children will remain the responsibility of the lunch time supervisory staff and the three classes combined into two as above. Games, books etc. are provided to ensure that the children are suitably occupied during these periods. During lunch breaks some children can join the sport's coach in the hall for football.



Health and Safety Issues

As mentioned earlier in this policy, the safety of children is of paramount importance. The following points require consideration if we are to provide an environment which is as safe as possible.

- 1) Children should be escorted to and from the yard at playtimes and lunchtimes.

- 2) Children are monitored closely in the classroom during wet playtimes or lunch times.
- 3) Children should not be left unsupervised during periods of detention imposed for misbehaviour.
- 4) Children will need to be closely monitored when working outside of the classroom (e.g. measuring activities) and should not be unsupervised in areas outside of the school building.
- 5) The teacher on duty should be in the yard promptly at the beginning of playtime.
- 6) Good management of resources and the maintenance of good discipline is especially important in P.E. lessons and in the use of potentially dangerous equipment, (e.g. Science, Technology etc).
- 7) The school reserves the right to exclude children from educational visits if it is believed that child would be a danger to himself or others. Once again this would be viewed as a last resort with other solutions (e.g. requesting that the parent accompanies the child) being sought. The overriding factor however will be the safety of the child and others.

Respecting the Environment

Pupils should be encouraged to have respect for their environment. They should feel a pride and ownership in their surroundings. Resources should be well cared for and the property of both the school and the other children should be treated with respect.

Damage to Property

In the case of wilful damage to property the parents of the child will be informed by letter and in serious cases asked to discuss the matter with the Head Teacher. The school will reserve the right to seek financial contributions from these parents to assist in the cost of the repair or replacement of damaged property. The child will also be dealt with in line with the agreed school sanctions.

Success Criteria

- 1) Children are happy and feel safe and secure in school.
- 2) High standards of behaviour from the children are observed.
- 3) Positive relationships, based on mutual respect are forged between adults and pupils.
- 4) Children have respect for each other.

- 5) Parents and children are fully aware of the school rules and the school's systems of rewards and sanctions.
- 6) Rewards and sanctions are applied consistently and appropriately.
- 7) Children move around school in a safe orderly fashion.
- 8) Children have respect for their school and its property.

This policy will be reviewed annually.