



Christ Church CE Primary School

Behaviour Policy

The primary aims of Christ Church CE are that every member of the school community feels valued and respected, and that everyone is treated fairly and well. We are a caring 'family', whose Christian values are built upon mutual trust and respect for all. The children's well-being is at the heart of all that we do and this is the key to raising academic standards. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life, knowing that they are supported.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live, learn and work together. At Christ Church CE, we believe that good behaviour thrives in an atmosphere in which children are encouraged to take responsibility for their own learning in both the academic and behavioural sense. We also feel that good behaviour and discipline is essential to successful teaching and learning, and this is therefore supported by all members of the community, through an atmosphere of welcome, reassurance and care.

We aim to establish a Behaviour Policy that is firm, fair and consistent, supporting children to develop their own sense of self-control, self-respect and of right and wrong. This policy sets out the boundaries for acceptable behaviour and the rewards and sanctions that may be used to support good behaviour and discipline.

Our Christian Values

We believe that an understanding of our core Christian values plays a central role in school and underpins our Behaviour Policy, School Rules and curriculum.

These are our values:

- Love - knowing that I am loved; giving good wishes, care and kindness to others
- Peace - within self, between others and across a global perspective
- Friendship - working together and helping one another
- Forgiveness - being able to apologise, accept apologies and start afresh
- Endurance - putting 100% effort into everything and never giving up
- Thankfulness - using good manners and being grateful for all that we have

" Love one another as I have loved you." (John 16 v12)

School Rules

We expect children within our 'Christ Church Family' to have a good understanding of the ethos of our school and the values that we promote. We work together to make our school a special place by following our school rules.

- We care for everything and everyone; we are a family.
- We work together.
- We listen.
- We respect ourselves and each other.
- We always tell the truth.
- We try our best.

This means that...

- ✓ We are friendly, kind and care for those around us.
- ✓ We are always polite, respectful and display good manners.
- ✓ We listen carefully and choose our words well.

- ✓ We work as a team to help each other and to problem solve.
- ✓ We make good choices and think before we act.
- ✓ We try hard to do the very best that we can.

Creating a Positive Ethos

We believe that the quality of relationships at Christ Church CE is our biggest strength and the most powerful tool in behaviour management. Discipline is most effective when the adults involved are constructive, positive and encouraging. We therefore feel that classrooms should be calm, secure and positive places.

Class rules are negotiated at the start of each year based on the School Rules and are displayed clearly in every classroom. These focus upon how the children should behave rather than how they should not. The behaviour of the adults in school is also a significant factor in creating success. The care and nurture of the children by staff, and the behaviour of staff towards each other, is vital for the wellbeing and success of the school. Thus, being a positive role model i.e. behaving in the way we would like our children to behave as it shows our expectations in actions and words.

Rewards and Positive Recognition

As a school, we feel that it is extremely important to reward good behaviour. We place particular emphasis on positive praise and rewards, and strive to celebrate the children's successes.

Some of our rewards include:

- ✓ Certificates - to take home to support a child in their attitude to work and play at school.
- ✓ Stickers - for good behaviour, helpfulness and following of school rules.
- ✓ Sharing good work to members of the school community.
- ✓ Positive notes home - to share successes with parents.
- ✓ House Points - these are often linked to good behaviour within classes or around the school building.
- ✓ Termly awards - for excellent progress in lessons, improved attendance or for improved overall effort.

- ✓ The children's names being added to the 'Christ Church Happy Book' - this links specifically to our school values and 'Outstanding Christian Values'.

Staff can also nominate the following:

A star of the week - This can be for outstanding behaviour or outstanding work. These are shared within our weekly whole-school worship. Each child receives a special certificate and parents are personally invited by telephone to attend the worship.

Head Teacher and Special Awards - At times, individual children will do so well, that an immediate special award is needed. This may be for particularly special work or for excellent behaviour above and beyond normal expectations.

Sanctions

It is the view of the school that we must assist the children to grow up with a clear and acceptable view of what is right and wrong. Due to this, we believe that there are consequences to making the wrong choice and that the children should be encouraged to see this. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore every day is a fresh start. Disapproval must be directed at the behaviour and not the child.

The Good to be Green System

Every class at Christ Church CE operates a 'Good to be Green' card system. The chart below outlines how the warning system operates within our school. (See Appendix 2)

Warnings	Good to be Green System
<u>Green</u>	All pupils begin the school day on a green card.
<u>First warning</u>	Children remain on a green card and are reminded of our school/classroom rules.
<u>Second warning</u>	Children are reminded of the appropriate behaviour that is expected of them and are issued with a final 'friendly' warning. Children remain on a green card.
<u>Third warning</u>	Yellow warning card issued.
<u>Fourth warning</u>	A red sanction card is issued and appropriate

	school/classroom rules are reiterated.
Children return to a green card after receiving the sanction.	

Key Stage One Red Card = 5 minute sanction.

Key Stage Two Red Card = 15 minute sanction

If a child repeatedly receives red warning cards, then a formal meeting will be held with the class teacher, head teacher and parents/carers to discuss the way forward and possible support that may be needed for the child. A 'Behaviour Chart', which will be shared with parents/carers, may be used to encourage the child to show more positive behaviours.

Obviously there are times when a severe consequence is required immediately. This is generally when a child is removed from the class or other area if a child is at risk of posing a danger to him/her self or others.

Persistent and Serious Misbehaviour

When a child's behaviour causes serious and persistent concern, meetings will be held with parents/carers, the class teacher, senior leaders and the SENCO. Support from external agencies, e.g. Behaviour Support or Educational Psychologists may be requested in order to support both the school and the child. A specific behaviour plan may be developed in order to set behaviour targets for the child to work towards. These will be monitored closely by senior leaders, the SENCO and the class teacher.

Suspension or fixed term exclusion may be applied as a last resort when the Head Teacher and the School Leadership Team, in partnership with the class teacher and possibly the Chair of Governors, feel that a situation is sufficiently serious to warrant such a response. The school will then work in partnership with parents/carers to agree a Return to School strategy. (See Appendix 4)

Permanent Exclusion

In the most extreme cases, a child may be permanently excluded from school. This however, can only be applied in accordance with the DFEE/LEA guidelines and with the full support of the Governing Body within the Social and Welfare Sub-committee and then the agreement of the whole Governing Body.

In any exclusion panel hearing, note must be taken of the school's responsibility for promoting good behaviour and discipline, and for securing an orderly and safe learning environment for its pupils and staff. If a child were to be reinstated the Governing Bodies Panel must consider the impact that it may have on the other members of the school. (See Appendix 4)

Mentoring

We recognise that children can behave in ways that are challenging and disruptive for many reasons and for this reason we place high value on the support of our learning mentor in working with children who have emotional and behavioural issues. Children are referred to our mentor by their class teacher, although parents may request a referral in discussion with the class teacher or mentor. Our mentor aims to plan specific interventions which will support the child in making progress towards their targets. Careful notes of all mentoring sessions are kept as a record by the mentor, who then reports back on progress to the class teacher on a regular basis.

Playtime and lunchtime rules

Children who are observed breaking one of our school rules at either playtime or lunchtime may be sent to the 'Time-out' zone. The member of SLT on duty will record the incident in the log book and the child will be spoken to about the behaviour that is expected of them. (See Appendix 3)

If a child is persistently breaking rules at lunchtime, then a 'lunchtime' exclusion may be used as a last resort.

The Physical Restraint of Pupils

There are occasions when the physical restraint of pupils is necessary. Teachers must take note that reasonable force must only be used as a last resort when all other disciplinary measures have been taken or verbal commands will not control the behaviour. The purpose of the intervention is to restore safety and a minimal amount of restraint should continue for no longer than necessary. It should never be used in anger and should not cause any injury to the child.

Reasonable force may only be used in the following instances. To prevent pupils from:

Committing a criminal offence, whether or not the pupil concerned has reached the legal age of criminal responsibility.

Injuring themselves or others

Causing damage to property, including their own.

Engaging in any behaviour which has a negative impact on maintaining behaviour and discipline in school, or on other pupils (whether the behaviour occurs in the classroom during a teaching session or elsewhere).

All teachers in school are authorised to use reasonable force to control or restrain pupils. This applies in any setting where teachers are responsible for the pupils concerned. It is to be noted that this policy states that physical restraint should only be used in exceptional circumstances and should not be a regular act, otherwise the teacher may be putting his/her self at both a physical and professional risk. All incidents of physical restraint of pupils or incidents which involve violence or injury **should be reported immediately** to the Head Teacher where they will be recorded in an incident book. This is essential to help address any misplaced allegations or accusations.

Parental Involvement

Our partnership with parents/carers is highly valued and we encourage them to take an active role in the life of the school.

Parents/carers can always discuss a problem with their child's teacher, the appropriate member of SLT and the Head Teacher. Staff will often see parents/carers informally, but it is recommended to make an appointment first to ensure time for adequate discussion.

To support good behaviour and discipline in school, parents/carers are encouraged to sign the Home/School Agreement which outlines expectations for behaviour. Parents/carers are also given a friendly guide to our behaviour policy on admission to the school.

If parents/carers are experiencing difficulty with their child's behaviour at home, then our school SENCO will be able to recommend useful services that can offer advice. Some of these services include the Family Therapy Unit (Spurgeons), CAHMS, the Educational Psychology Service or the Behaviour, Attendance and Exclusion Service.

Equal Opportunities

Every child at Christ Church CE Primary School will have equal access to the school Behaviour Policy regardless of race, colour, creed, ethnic origin, age, ability, sex or disability.

At Christ Church CE Primary School, we believe that there is no problem that cannot be resolved by parents, children and staff working together.

Keeping Children Safe in Education 2016

All staff have received Part 1 and Annex A of the above document. Ensuring high standards of behaviour ensures children are safe within Christ Church.

Monitoring and Review of the Policy

This policy will be reviewed regularly in discussion with the Head Teacher, Teachers, Governors, children (through School Council) and parents/carers.

Signed Head Teacher

Signed Chair of Governors

Appendix 1

School Code of Conduct

We believe that children should develop a responsibility for themselves in their behaviour and actions both in and out of school by:

Respecting each other/themselves and adults in and out of school including such issues as honesty, fairness and politeness.

Respecting our school rules and their individual class code of conduct.

Developing a respect for their school environment.

Sharing and caring for their own and school belongings.

Developing an understanding of the boundaries for acceptable/unacceptable behaviour, including bullying.

Appendix 2

Giving a warning

Gain attention and show that this is a warning

Specify appropriate behaviour

Specify the consequence of non-compliance

Keep the warning brief

Return quickly to teaching and praising of the pupil

Use of 'Good to be Green' card system

Praise the 'target' pupil once he/she is behaving appropriately.

Appendix 3

Lunchtime Rewards

Praise and positive support for the child's behaviour and attitude.

Positive comments passed on to the child's class teacher.

Use of House Points, stickers and praise letters to reinforce positive behaviour.

Use of raffle tickets and certificates.

Appendix 4

Exclusions

If exclusion is felt to be the appropriate sanction, the Head Teacher may be temporarily exclude (suspend) a pupil for a total of five days in any one term without consultation with the Governing Body or the LEA.

If exclusion should go beyond five days, the Head Teacher must then inform the Governing Body and the LEA. (This is in line with the LEA advice, DFEE guidelines and union advice)

Head Teachers may exclude pupils for up to 45 days in any school year. Where it is intended to exclude pupils for more than 15 days (single block) in any one term, education legislation states that Head Teachers must seek with the support of the LEA, the most effective educational arrangements for the re-integration of pupils into school at the end of the exclusion.

Reference may be made to the following documents:

OFSTED paragraph 5.2, Behaviour and Discipline

Response by unions

DFEE 10/94

Report to Education Sub-committee 12/94 re. Advocacy Scheme

Procedures for permanent exclusion

Guidelines for schools on exclusions

Leaflets for parents/carers re - exclusions of pupils from schools

Letters informing parents/carers of decision to exclude - fixed/permanent

