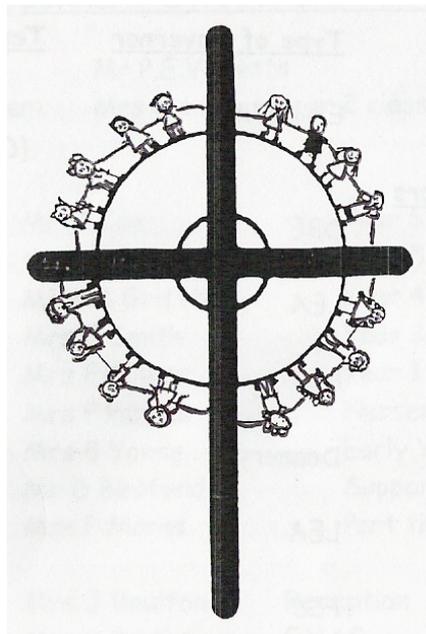


Christ Church C of E (VA) Primary School



Behaviour Policy

Prepared by: Senior Leadership Team

Accepted by staff:

Accepted by Governing Body:

Date for Review: Sept 2019

Philosophy and aims

At Christ Church Primary School we aim to create a positive atmosphere in which good behaviour is valued and helps individuals to achieve their potential.

The school's behaviour policy is therefore designed to support the way in which **all** members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our behaviour strategies are based on Assertive Discipline guidelines which seek to promote positive behaviour.

Classroom rewards strategy

The school has a range of rewards that may be used at teachers' discretion. It allows staff to reward children on an individual basis, as table groups and as a whole class. Teachers acknowledge high achievement, significant progress and good citizenship.

Individual rewards

- Verbal Praise
- Stickers
- Visit to the Head/Deputy Head for exceptional achievement
- Recognition in Praise assemblies
- Praise postcards are sent by staff to recognise achievement, good behaviour, citizenship or caring for the environment.
- Individual 'merit points' – set prizes for first (certificate), second (pencil), third (pen), fourth (pencil case) and fifth (book voucher) prizes.
- Golden time activities; available for children who have not been in the red book that term. A range of activities are available.

Attendance and Punctuality

The class with the best attendance and punctuality records each week gets special certificate during assembly by the Head Teacher.

Five Stage Sanction Scheme

Key Stage One, Key Stage Two and Foundation all follow the same four stage sanction model with slight variations in the way that this is recorded, in order to reflect the children's age and maturity. When a child misbehaves, they receive a verbal warning and then progress through the stages until their behaviour is corrected. There are certain circumstances in which children may be moved straight to particular stages or sent immediately to the school's SLT.

Stage 1: Verbal warning

Firstly, we give children a **formal verbal warning** and where practical, explain why their behaviour is disruptive and unacceptable, and that should they choose to continue with their inappropriate behaviour they will be moved to stage 2.

Examples of behaviour that warrant a verbal warning:

- Not following adult instructions
- Not following class rules
- Uncooperative behaviour during group work (refusing to share, take turns or listen to children)
- Deliberately distracting or provoking others (pushing, nudging, taking property without asking, silly comments or faces at inappropriate moments)
- Failing to complete work through a lack of effort (as a result of being off-task – chatting)
- Cheeky/inappropriate comments

Stage 2: Yellow Card warning

Secondly, if poor behaviour recurs the child will be given a yellow card warning. This means that a yellow card will be added next to their name on the chart to remind them that they need to improve their behaviour or move to the next stage.

A chance card could be given between these two sanctions if the class teacher feels that it is appropriate. This would allow the child to think about their actions and try to turn their behaviour round before being given a red card.

Stage 3: Red Card Warning/Time Out

If poor behaviour recurs the child will be given a Red Card on their chart which means that they will be sent to Senior Staff when the behaviour will be recorded on the Arbor system in the negative behaviour 'Red Book' section. It also means that a text will be sent to parents to alert them to their child's poor behaviour. This means that they will also miss their break time to reflect on their behaviour. They may complete a reflection sheet, copy out school rules or complete work. Following a period of 'Time Out', the member of staff will discuss the behaviour and how they will move forward from it. **More severe disruption can be fast tracked to Stage 4.**

Examples of poor behaviour that warrant time out are:

- Ignoring an earlier warning and continuing with the same unacceptable behaviour
- Not following adult instructions, causing considerable teaching time to be wasted
- Uncooperative behaviour during group work thus preventing learning
- Maliciously distracting or provoking others so that progress is hindered
- Failing to complete work through a lack of effort
- Cheeky comments made to adults (causing disruption).
- Other children within a working group are pushed, pinched or verbally abused
- The child may be antagonistic towards all around her/him
- Work is not attempted and may be damaged
- The child's comments undermine an adult's authority.

Stage 4: SLT letter

In the exceptional case of a child continuing to misbehave senior leadership team will contact parents for a meeting to discuss their child's behaviour and set up a support programme.

Serious incidents

Serious incidents may also be issued by the senior leadership team without the first two or three stages having been auctioned.

Recording sanctions

In addition to this classes in Early Years have a behaviour zone chart.

Individual behaviour plans/charts/diaries may be issued at teachers' discretion if a child is persistently misbehaving. These plans will detail individualised rewards and sanctions put in place to help the child improve their behaviour. If this happens parents will be informed and invited into school.

Informal chat

If staff have experienced problems with a child, they may mention them with parents informally, at the end of the day, if they feel that the situation warrants it.

Year 6 pupils

In addition to the above, Year 6 pupils are subject to a strike system which is linked to their end of year trip. They are allowed 5 strikes for the year before they lose their right to attend the end of year trip. Strikes will be given for poor behaviour, consistently failing to do homework, rudeness and lack of effort.

Inclusion Leader/Special Educational Needs Co-ordinator

In assessing poor behaviour, consideration will be given to any known disabilities, and if necessary, action will be taken to accommodate further a child's needs resulting from these.

It is stated by The Equality and Human Rights Commission's (EHRC) Technical Guidance that "A school's duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally, and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them".

It is therefore appropriate to consider that some children within our setting may require personalised behaviour plan. This individualised planning will be able to consider different needs of the children and the ways these can be met. These may include the use of a quiet room, time out cards, leaving the room early/late to avoid crowds or individualised approach to sanctions.

If a child frequently misbehaves, the school's Inclusion Leader may be involved in putting together a plan to modify a child's behaviour. The plan may involve formulating contracts with the parents or a behaviour contract with the child. The SENCo has access to outside agencies that can provide advice and support that will assist in compiling such plans and contracts.

Parental concerns

Parents' first point of contact concerning behaviour should always be the child's class teacher, who is usually best placed to comment on his/her behaviour.

If an issue is not resolved, then they may ask to see the Key Stage Team Leader.

On occasions, teachers may refer parents to the Head Teacher or the Deputy Head if an issue is raised that is outside their experience or of a particularly sensitive nature. Parents should avoid taking their concerns directly to the Head Teacher out of courtesy to the class teacher, who must be informed of issues surrounding the specific children in their care.

Exclusion

Children may be excluded, for a fixed period of time or permanently, when all other practical options have been exhausted. Exclusions are usually seen as a last resort, to be used when no realistic alternative can be found.

Fixed period exclusion (*this may be an internal exclusion made at the discretion of the Head Teacher/Deputy Head Teacher*)

Such exclusions are made when:

- A child has threatened violence against another child and the Head Teacher or her appointed deputy believes that there is a very high probability that another child is in danger
- A child has threatened a member of staff and the Head Teacher or her appointed deputy believes that there is a high probability that the threat is real
- A child has assaulted another child or member of staff, causing actual bodily harm
- A child swears (uses offensive/foul words) at a member of staff or another child in a manner which seems to verbally abuse the individual
- A child brings the name of the school into disrepute by activities inside or outside of school
- A child is subject to a criminal investigation by the police involving one or more other children at the school either as victim or witnesses, where there is reason to believe that the other children might be intimidated by the presence of the child under investigation
- A child brings illegal drugs, as defined in the school's drugs policy, onto school premises

The Head Teacher or, in her absence the Senior Leader in charge of the school, will generally exclude a child for as long as is required to investigate the incident and will involve parents in taking measures to ensure that the incident will not reoccur.

Permanent exclusion

Such exclusions may be made when:

- A child brings an offensive weapon into school
- A child attempts to supply others with illegal drugs (see Drugs Education and Incident Policy)
- A child sexually abuses (see Child Protection Policy) another pupil or member of staff
- Serious actual or serious threatened violence takes place against another child or member of staff

Permanent exclusion represents the most severe sanction available to a school and may be accompanied by police involvement. Permanent exclusion normally only occurs after fixed period exclusion. The decision to permanently exclude will usually be taken following an investigation that has taken place while the child is out of school.

Making an exclusion

Before deciding whether to exclude a pupil for a fixed period or permanently the Head Teacher will:

- Ensure that an appropriate investigation has been carried out unless the matter is being investigated by the police
- Consider evidence that supports the allegations in the light of school policy
- Allow pupils to give their version of events
- Check whether the incident was provoked (eg by racial or sexual harassment)
- Consult others (not anybody who might have to review the head's judgement).

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. He/She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.