

### OUR VALUES STATEMENT AND WHAT WE BELIEVE ABOUT A CHILD'S BEHAVIOUR

We believe:

- That our Christian ethos supports strategies to encourage the best behaviour from adults and children alike. Of key importance will be clarity about what constitutes good behaviour, the encouragement of personal; reflection by children and adults on our behaviour, and the maintenance of a culture of caring for ourselves and one another.
- That good manners, good behaviour, respect and thoughtfulness are important qualities for all our children to develop throughout their lifetime.
- That we have a duty to help the pupils at Christ Church Primary School to nurture these qualities and values during their time with us so that children develop increasing responsibility for their own behaviour.
- That an appropriately structured and creative curriculum and good standards of teaching and learning contribute to good behaviour.
- That planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
- That as adults throughout the school, we will model co-operative and respectful conduct and attitudes, supporting all children in their learning journey through the school, to develop positive and successful relationships and sense of citizenship and community membership during their time with us at Christ Church.
- That the school has a set of rules, which are discussed in each class every term. If a child decides to break these school rules there will be consequences to these actions as detailed below.
- That children need to be taught how to behave and have good behaviour modelled to them
- That most children are responsible for their own choice of behaviour
- That when children behave improperly we reject the children's behaviour, not the children themselves and make efforts to understand the communication behind the behaviour.
- That when children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

#### 1. TO ACHIEVE OUTSTANDING BEHAVIOUR STAFF ARE EXPECTED TO:

- Establish and maintain clear and consistent expectations and boundaries
- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made a positive choice if something goes wrong
- Encourage self motivation and independence
- Praise good choices in order to encourage positive behaviour
- Promote self esteem and self respect in all pupils
- Celebrate their children's effort and achievement
- Maintain well organised learning environments and appropriately challenging and supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour and discipline procedures.
- Ask for support from parents/carers concerning a child's behaviour, where appropriate
- Ask for support from the Senior Leadership Team to help them deal with the more challenging pupils, when required.

## **2. TO ACHIEVE OUTSTANDING BEHAVIOUR PUPILS ARE EXPECTED TO:**

- Follow the school rules at all times
- Show respect to staff, each other and their learning environment
- Treat everyone fairly and equally
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

## **3. TO ACHIEVE OUTSTANDING BEHAVIOUR PARENTS ARE EXPECTED TO:**

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

## **4. CHRIST CHURCH PRIMARY SW9'S SCHOOL RULES**

- **We share and take turns**
- **We look, listen and keep still when someone is talking to us**
- **We walk around school**
- **We work quietly and try and finish our work on time**
- **We look after our things by keeping them in our trays or on our pegs.**
- **We never hurt people on purpose.**
- **We never use sexist, racist or homophobic language.**

## **REWARDS**

Following the school rules and displaying other good behaviour will be recognised and rewarded through the following schemes;

- **Star of the Week** - Two children per class per week are awarded star of the week for examples of good behaviour or good work. They receive their certificates in the sharing assembly on a Friday morning.
- **Verbal Praise** – Teachers and class staff share examples of where children have made extraordinary progress in their learning or are behaving well. The children are given immediate praise in front of their peers.
- **Sharing good work with other teachers** – Children may take their work in to other classes for the teachers and children to see
- **Senior Leadership Team Awards** - Children may go to the Head's office to show examples of excellent work or behaviour. The children may receive stickers or in exceptional cases, a certificate.
- **Texts home** – informing parents/carers of good behaviour
- **Class Dojo Points & Clubs** – The children may be awarded up to 10 Dojo points per day (5 on a Friday) for following school rules, working diligently or displaying excellent behaviour. The points go towards 'club time' on a Friday afternoon where the children are allowed to participate in their chosen cross-curricular club.

### **Class Dojo points system:**

These points then translate to the following  
40-45 points = Attends full 60 minutes clubs  
30-39 = Attends 45 minutes of clubs  
20-29 = Attends 30 minutes of clubs  
19 points and under = Misses clubs entirely

### TEACHING POSITIVE BEHAVIOUR

There must be opportunities to actively teach positive behaviour strategies and encourage these to be implemented independently. We will do this by:

- Discussing and teaching appropriate behaviour during circle time, PSHCE lessons and collective worship sessions including child-led sessions
- Celebrating children's achievements in Friday's celebration collective worship.
- Modelling co-operation and reinforcing good behaviour using Kagan structures
- Using sport to promote good sportsmanship - teamwork, deal with winning and losing, fairplay, respecting rules
- Taking opportunities across the curriculum to highlight positive behaviour and learn from positive role models eg Nelson Mandela, Ghandi, Aung San Suu Kyi and through stories
- Providing opportunities and training for older children to become peer mediators and young leaders in order to help other children to resolve conflicts and play positively
- Allowing children to give feedback, discuss and have an influence over behaviour across the school through the School Council.

### SANCTIONS

Everyone will, from time to time, fail to make a good choice in regards to behaviour and there should be consequences to this. These consequences must reflect the nature and number of offences and must be consistently applied across the school. These sanctions include:

- **Verbal reminders** – Staff remind children about our expectations for their behaviour and how they can meet those expectations
- **Children will not receive their Dojo point** if they fail to meet an agreed objective (transition time, sustained effort and attention over a given time etc.)
- **Timeout in class** – Children are removed to another area of the classroom and given thinking time
- **Loss of play time** –some or all of playtime may be withdrawn when a child fails to modify their behaviour and meet behaviour expectations
- **Loss of lunchtime play** - some or all of playtime may be withdrawn when a child fails to modify their behaviour and meet behaviour expectations
- **Senior Leadership Team Intervention** - In instances of swearing and aggressive behaviour children will be sent to a member of the Senior Leadership Team.
- **Contact will be made with home** - by either a Learning Mentor or a member of the Senior Leadership Team to inform parents/carers of instances of poor behaviour.

## **BEHAVIOUR CHARTS**

In some cases we may consider using a chart to support a child in improving their behaviour at school and/or at home, where appropriate. We will always consider carefully the needs of the individual child and set appropriate targets.

We recommend that behaviour charts are used for a maximum of 4 weeks. A daily or weekly meeting with parents will be set up as appropriate. We consider any behaviour chart to be part of our Pastoral Support Plan alongside any other interventions, where necessary.

If a child is successful at the end of the four week period the child will be taken off the behaviour chart and parents will be informed. If the child's behaviour has not improved then parents will be invited in to school for a further meeting to discuss next steps and further interventions.

## **CHILL OUT CLUB**

Chill Out Club is a lunchtime club where children engage in social activities and play games. The club is not a punishment, but an opportunity for children to practice social skills and interact with others.

Children are invited to attend Chill Out Club for many reasons, for example:

- If a child finds the playground environment a challenge.
- If a child wishes to use the Chill Out Club on a casual basis.
- If a child's behaviour repeatedly causes upset and argument against peers in the playground.
- If a child is repeatedly being told off in the playground.
- If a child's behaviour in the playground is physically aggressive then a full time place at Chill Out Club will be considered.

Activities at Chill Out Club may include board games, card games, use of ICT, drawing and or art activities.

After an appropriate period of time, under close supervision and discussion with class teacher, the children are reintegrated back into the playground for more than 1 day per week, and the situation is monitored closely. Each child is different so the time scales and support is according to the needs of the child.

### **BEING AN EFFECTIVE LEARNER – LEARNING LIGHTS SYSTEM**

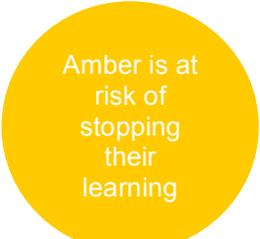
At Christ Church we expect and encourage children to do their very best. Part of this expectation is that all children are *effective learners*. Every child at Christ Church is taught what being an effective learner means. An effective learner:

- Pays attention when an adult is talking
- Begins the learning/task straight away, without any fuss
- Participates & tries their best with their learning
- Limits their talking to quiet learning conversations
- Stays in their seat unless they have permission to move
- Ignores any ineffective learners
- Puts their hand up if they have a question or need help

The Learning Lights is a system designed to encourage effective learning and help children take on more responsibility for their education by giving a constant visual indication of how well they are learning. It operates in a similar way to traffic lights:

- **Green = Effective Learner**
- **Amber = At risk of stopping their own / others from leaning**
- **Red = Has stopped their own or others from learning**

All children will start in the green at the start of every lesson and are awarded a dojo point for staying in the green all day. If a child disrupts learning they are given the opportunity to correct their behavior and return to effective learning. If the child does not correct their behaviour they will be moved to the red which will have a consequence for the child. See the flow chart below for an example of how it will work in class:

	<p>Dojo point awarded for remaining in the green for the whole day without moving to amber or red.</p>
	<p>Child prompted to make a choice about whether they will continue their unwanted behaviour and end up in the red or whether they'll do the right thing from now on</p>
	<p>Loss of playtime Lunchtime reflection Learning Mentor or a member of the Senior Leadership Team to intervene Parents called in for discussion Internal Exclusion</p>

<b>LOW LEVEL DISRUPTION (Stage 1)</b>	
<b>BEHAVIOUR</b>	<b>SANCTION</b>
<ul style="list-style-type: none"> <li>• Minor Playground Incidents</li> <li>• Calling out in class</li> <li>• Talking at an inappropriate time</li> <li>• Wandering about the classroom</li> <li>• Running in the school building</li> <li>• Interrupting other pupils</li> <li>• Ignoring minor instructions</li> <li>• Making silly noises</li> <li>• Pushing in the line</li> <li>• Bringing in inappropriate toys, trading cards etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Gentle reminder by the class teacher or other adult in the class</li> <li>• Name moved to amber on the learning lights</li> <li>• Change of seating</li> <li>• Visual reminder</li> <li>• Non-verbal communication</li> <li>• Toys, cards etc. will be confiscated and returned to pupil in an envelope at the end of the day.</li> </ul>
<b>LESS SERIOUS BEHAVIOUR (Stage 2)</b>	
<b>BEHAVIOUR</b>	<b>SANCTION</b>
<ul style="list-style-type: none"> <li>• Repeated Stage 1 behaviour</li> <li>• Refusal to work/unacceptable output</li> <li>• Deliberate disruption</li> <li>• Rudeness</li> <li>• Minor, non-directed swearing</li> <li>• Repeatedly annoying other children</li> <li>• Playground scuffle</li> <li>• Being in the building unsupervised</li> <li>• Spitting</li> <li>• Persistent sulking</li> <li>• Uncooperative behaviour</li> <li>• Not following an instruction</li> <li>• Disrespectful comments</li> <li>• Poor attitude/body language</li> <li>• Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from the rest of the class within the classroom</li> <li>• Writing a letter of apology during playtime or lunchtime</li> <li>• 30 minute Lunchtime/playtime detentions to complete unfinished work/complete a reflection sheet</li> <li>• Consider a behaviour chart – according to the child's needs.</li> </ul>
<b>MORE SERIOUS BEHAVIOUR (Stage 3)</b>	
<b>BEHAVIOUR</b>	<b>SANCTION</b>
<ul style="list-style-type: none"> <li>• Repeated Stage 2 Behaviour</li> <li>• Deliberately throwing small objects.</li> <li>• Harming someone</li> <li>• Purposeful damage to school/pupil property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Repeatedly not following instructions</li> <li>• Rudeness to adults</li> <li>• Arguing during learning time</li> <li>• Harmful/offensive name calling/Directed swearing at another child</li> <li>• Bullying</li> <li>• Less serious playground incidents/fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Informal contact with parents by class teacher</li> <li>• Separation from the rest of the class external from the classroom</li> <li>• Writing a letter of apology during playtime or lunchtime</li> <li>• A behaviour chart</li> <li>• Internal exclusion</li> <li>• Playground exclusion</li> <li>• 30 minute Lunchtime/playtime detentions to complete unfinished work/complete a reflection sheet</li> <li>• Withdrawal from whole school events e.g. trips, other activities</li> </ul>

# BEHAVIOUR POLICY

## NOVEMBER 2016

VERY SERIOUS BEHAVIOUR (Stage 4)		
BEHAVIOUR	SANCTION	
<ul style="list-style-type: none"> <li>• Repeated Stage 3 Behaviour</li> <li>• Repeatedly leaving the classroom without permission</li> <li>• Fighting in the classroom</li> <li>• More serious playground incidents/fighting/threatening/aggressive behaviour</li> <li>• Serious fighting &amp; intentional physical harm to other children</li> <li>• Throwing large dangerous objects</li> <li>• Serious challenge to authority</li> <li>• Verbal abuse/swearing to any staff or parent</li> <li>• Bringing the school into disrepute e.g. on public transport, road.</li> <li>• Vandalism/Graffiti</li> <li>• Stealing</li> <li>• Persistent bullying</li> <li>• Racist incidents (1 day internal usually)</li> <li>• Malicious or inappropriate use of new technologies (see also ICT policy)</li> <li>• Cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Formal telephone call and/or meeting with parents.</li> <li>• Possible recompense for damaged/stolen property from parent.</li> <li>• A behaviour chart.</li> <li>• Daily home school behaviour book</li> <li>• Denial of the use of technology</li> <li>• Possible fixed term exclusion up to 15 days/Permanent exclusion</li> <li>• Exclusion from site at lunchtimes</li> <li>• Withdrawal from whole school events e.g. trips, other activities</li> <li>• Internal exclusions for a fixed term either on site or to another school.</li> </ul>	
EXTREMELY SERIOUS BEHAVIOUR		
<ul style="list-style-type: none"> <li>• Repeated Stage 4 Behaviour</li> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Verbal physical abuse to any staff</li> <li>• Running out of school</li> <li>• Possession of a weapon considered to be dangerous by an adult at Christ Church Primary School</li> <li>• Possession of illegal drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate Exclusion, internal, fixed term or permanent. (see below)</li> <li>• Could be external but held at another school.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of Executive Headteacher or Deputy Headteacher and may involve positive handling techniques</li> <li>• Parallel Procedures for official out of school activities (PRU)</li> <li>• Could also be managed move depending on the context.</li> </ul>

## **Exclusions**

Health and Safety of all members of the school community is of paramount importance. For extreme behaviour, demonstrated by any child, that endangers a child or a member of staff, a member of the Senior Leadership Team will be called. Any incidents of this sort may result in a fixed or permanent exclusion.

This decision will be taken by the Executive Headteacher or the Deputy Headteacher and will be based on the 'Guidance on Exclusion from Schools 2012' document which says "a decision to exclude a pupil should be taken only:

- in response to serious breaches of the school's behaviour policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school".

Exclusions will be the only incidents included in a child's record.

## **Children with social, mental and emotional health needs**

Children with social, emotional and mental health needs may have an Additional Support Action Plan (ASAP) stating behaviour targets. In these instances there may be alternative consequences and rewards.