Christ Church CofE (VA) Primary School and Nursery

Behaviour Policy

Amended: September 2016
Review: September 2018

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our Christian belief which states:

"... all children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished."

Central to this aim is the expectation that the children of Christ Church will display high standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our main school rule.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard-working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

• being genuinely interested and concerned for all the children and staff in our school;

• recognising and praising the many positive qualities our children can show;

• holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;

• always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Our main school rule is that:

Everyone will act with courtesy and consideration to others at all times'

This rule is displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to this rule as part of our collective worship and PSHE programme. We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is in the way we move around the school. We encourage children to walk quietly around the school and to open the doors to visitors, adults, as well as to each other. Children are also expected to come into our times of collective worship in the School Hall silently. Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

How school promotes appropriate behaviour:

At Christ Church the children and staff expect to stay safe at all times. In order to work in a happy and secure environment, we demonstrate the following values and observe the Golden Rules.

Our Golden Christian Values:

- Love
- Respect
- Forgiveness
- Friendship
- Peace
- Hope
- Consideration
- Kindness
- Perseverance
- Thankfulness
- Joy

Golden Rules

- Do be gentle
- Do respect people and things
- Do be honest
- Do be kind
- Do listen

Teachers have the right to teach and children have the right to learn.

	Examples of behaviour	Strategies used by staff	How it is recorded
Golden Book **Learning Leader**	**Consistently** following the school golden rules and demonstrating the school values. **Significant** improvement in behaviour. Achievement of **personal targets.** **Significant improvement** in attitude to learning. **Exceptional manners**, demonstrated **consistently** to all adults and children. **Always** being a role model.	Assemblies reminding the children how they can show the values and what our rules are. PSHE and RE lessons. Circle time used in classes.	Golden book entries. Records are kept in the Head Teacher's behaviour folder (Golden Book entries monitored by class teachers half-termly). Weekly Newsletter
Silver **Helping others to learn**	Golden rules and values are followed, **additional effort** is evident.	Staff to move children's names onto 'Silver' when they show positive behaviour (getting near Gold)	Names are displayed in the classroom (part of traffic lights).
<mark>Green</mark> **Ready to learn**	Golden rules and values are followed.	Rules and values are displayed in each classroom and around the school with visual examples. Visual cards with rules	Individual names are displayed in the classroom on green (traffic lights display). All names are

		displayed are used for children with special needs. Teaching styles are varied; lessons are engaging. Questions are directed to the child to encourage participation. Other adults in the room are used effectively. The child's position may be changed. Children are teamed up with a good role model. Organise the classroom and the equipment to pre-empt possible reasons to be distracted or wander. Individual trigger points are known and avoided, when possible. Differentiate expectations. Give lots of public and private praise for good behaviour as shown by the individual or the class. Smile and show warmth. Give and encourage responsibility.	always on green at the beginning of each day, giving children opportunity of a fresh start.

		Have a quiet word in the early stages of misbehaviour.	

Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

At the first sign of inappropriate behaviour, staff tell the child politely and quietly 'Please stop – this is a warning.' There may be a visual reminder for a child with special needs.

The consequences from school behaviour policy begin only when a child has been given a chance to correct their behaviour and has **chosen** not to do so.

	Examples of behaviour	Strategies used by staff	How it is recorded
Yellow card **Not ready to learn**	• calling out in the classroom • wandering around without a good reason in classroom • tripping people up deliberately • continuously rocking on a chair, disturbing other children • pushing someone • playing with school equipment, without permission • having a chewing gum at school • deliberately hiding from adults • lying to any adult • saying personal and unkind words to others • writing on school books • spilling water over other people, making them wet on	A warning is given (verbal or visual). Move the child nearer the teacher. Isolate the child from an 'audience'. Allow the child to cool down; give 'time out'. Allow the child thinking/cooling down time before dealing with an incident. Praise any improvement in behaviour.	Children's names are displayed in the classroom on yellow (traffic lights).

	purpose • in school building without permission at playtime and lunchtime • refusing to do work, despite being given help and support Two yellow cards on one day mean you will automatically be put on the red card.		
<mark>Red card</mark> **Not helping others learn or teachers teach**	• hitting, punching, pushing or hurting physically another child (e.g. getting involved in a fight, fighting back) • behaving disrespectfully to an adult (for example running away from a teacher when they want to talk to you) • climbing a fence or a wall • deliberately breaking school equipment on purpose (e.g. rulers, pens, ripping books) • calling other children names, when already asked to stop • swearing in frustration	Individual rewards charts may be introduced. Individual targets may also be set.	Children's names are displayed in the classroom on red (traffic lights). Parents are informed by class teacher. Incidents of red card are recorded in staff (school computer network). Information is review half-termly in SLT meetings.

	• taking things from other children or adults • wandering around school without an adult's permission and no good reason <u>The red card means that you will not earn your Golden Time on that day.</u>		
<mark>Yellow book</mark> **Serious or persistent disruption**	• Fighting, scratching or hurting a child (leaving a mark, doing it on purpose) • Not doing as asked by an adult, after being warned (e.g. already given a red card) • Using rude words (e.g. racist or homophobic when already warned not to use them) • Swearing at other people, or repeated swearing after previous warning • Damaging items / breaking things on purpose (vandalism) • Stealing • Any form of bullying (e.g. cyber bullying, using racist, unkind words, hurting other children, sending unkind messages using a mobile phone) – repeated action, already given a clear warning	Individual targets and rewards charts are introduced. SENco gets involved. Referrals may be made to Rivers (Primary Behaviour Support). Referrals to other agencies, including Educational Psychologist may be also made. Individual Risk Management Plan may be written to prevent potential exclusions.	Parents/carers receive a letter signed by the person dealing with the incident. Incidents are recorded on SIMS (school data) by class teachers or SLT members. Termly report is printed and sent home. This report is included in the child's end of year report. It is also included in the information passed on to the child's next school.
<mark>Red book</mark>	• Hurting any adult at any time (e.g. kicking, biting,	During the reintegration	Parents/carers receive a letter

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Totally unacceptable disruption and risk to safety	scratching) • Hurting another child seriously (e.g. causing injury, using items as weapons) • Throwing furniture or other school equipment • Going out of school gates (police will be informed) • Running around the school and refusing to follow instructions, continuously and repeatedly (e.g. when you are asked to go to a safe place to cool down) • Ongoing bullying You will be excluded for at least one day.	meeting targets are set and an Individual Risk Management Plan is written. The plan is reviewed fortnightly. Outside agencies may get involved to support the child and school in addressing problems. Reintegration may be gradual (e.g. the child may not be allowed to join his/her class straight away). If, after an agreed period, the child's behaviour does not improve and the child's behaviour still poses a risk, then the Governing Body has the right to exclude the child permanently.	signed by the Head Teacher or Deputy Head. Incidents are recorded on SIMS (school data) by HT/DH. Termly report is printed and sent home. This report is included in the child's end of year report. It is also included in the information passed on to the child's next school.

Children who repeatedly receive Red cards or are entered into the Yellow Book may have their privileges withdrawn (e.g. they may not be allowed to represent the school in sporting activities).

If a child finds it difficult to follow the school rules, individual risk assessments called Individual Risk Management Plan are written. Individual risk assessment must also be completed before any event or trip. In exceptional cases, the school has the right to withdraw any child from such an activity, if the safety of the child or other children cannot be guaranteed.

Children with Special Educational Needs

Some children with Special Education Needs may demonstrate challenging behaviour. In order to support these children's needs, a Personal Support Plan is introduced, with targets reviewed regularly. Parents are expected to work closely with the school in addressing their child's targets.

A variety of strategies may be used, this could include:
- A personalised curriculum
- Regular energy bursts (e.g. 5 minutes of running)
- A calming card or exit card
- A calming place
- Nurture group
- Alternative arrangements at lunchtime (e.g. 10 minutes computer suite, 10 minutes model making etc.)
- Support from outside agencies such as: Educational Psychologist, Primary Behaviour Support Team (Rivers), counselling

Statement on the use of Physical Interventions

Staff have a 'Duty of Care' towards the children in their care. Therefore, if a child is likely to be at risk of harm to himself/herself or others, they must take action to stop the risk. The action taken will be dependent on the risk assessment that they must make at that moment in time. As the staff (teachers, LSAs and MSAs) have received Step On training (accredited training by Hertfordshire Local Authority), in most cases they follow the agreed and practiced procedures. Please see the photos below:

For more details, please see the school Physical Intervention policy.

Signed: Signed:

Headteacher   Chair of Governors

Date: Date: