



Carnforth Christ Church C of E Primary School

BEHAVIOUR POLICY

Mission Statement

Christ Church C of E Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God.

Statement of Principles

The governing body of the school believes that the positive atmosphere in the school is based on a sense of community and shared values. The school aims to ensure that the Behaviour Policy and the values represented in the curriculum reinforce one another. The school tries to encourage a sense of collective responsibility amongst all staff and governors, and a sense of commitment to the school amongst pupils and their parents.

The school acknowledges that there is a direct link between the content and delivery of the curriculum and the motivation and behaviour of pupils. Therefore, they aim to achieve the best possible match between the needs and interests of individual pupils and the curriculum which they are required to follow.

The pastoral role of class teachers is considered to be crucial in helping pupils to receive full benefit from their education. The school understands that teachers are part of a statutory network of caring professionals whose duty is to co-operate in the provision of support for all children.

As set out in the Home School Agreement, we expect our children to:-

- Come to school ready to learn.
- Try hard in everything they do.
- Take care of the school and equipment.
- Be polite and respectful of others.

Context

As pupil attitude and behaviour is woven throughout many aspects of school, here are other policies and documentation which link to our Behaviour Policy:

- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Home School Agreement
- Curriculum Policies
- E-Safety Policy
- Equality Policy
- Special Educational Needs Policy
- Exclusions Policy

Classroom Management

Creating a classroom climate which is tolerant of mistakes and learning difficulties can help children to learn from their mistakes in a way that encourages a sense of competence and the growth of self-esteem. Learning programmes that reinforce achievement and encourage pupils to try again are important in nurturing a child's self-respect. We believe that a positive sense of self-esteem may not alter innate ability, but it will help children to achieve their potential, be a motivating factor and help to prevent pupils from becoming disaffected or disruptive.

Teachers and support staff work together to:

- Create a positive ethos and expect good behaviour from all.
- Be aware of all that takes place outside the classroom as well as in it.
- Show a caring attitude and interest in all children, including those who try to remain unnoticed.
- Vary the groupings and seating places of children so that they can understand consistent patterns of collaboration.
- Actively encourage all pupils to work together in pairs or groups, helping each other to learn.
- Be fair and seen to be so.
- Insist on children telling the truth and to be prepared to chase up details.
- Praise and reward good behaviour consistently using the RIP and PIP techniques (Reprimand in Private; Praise in Public).
- Establish clear classroom rules and routines.
- Use a variety of means to ensure that children help to manage the classroom (and other school areas).
- Talk to children about behaviour and be prepared to spend time on the affective curriculum.
- Avoid modelling any kind of insulting behaviour or reinforcing attention-seeking behaviour and to avoid humiliating children.
- Where possible, avoid the use of sanctions on whole groups of pupils.

School Rules

The following school rules are supported and endorsed by all members of staff and are reflected in the school ethos.

- Treat others as you wish to be treated.
- Show respect at all times for the people working with you.
- Work to the very best you can.
- Respect all property in school.
- Be fair, friendly and polite.

Types of Pupil Behaviour Not Accepted

- Failure to display common courtesies such as 'please' or 'thank you.'
- Running in and around school.
- Calling out or distracting others.
- Work avoidance.
- Making unnecessary noise.
- Entering or leaving the classroom in an unruly manner.
- Lack of concern for the property of others or the school environment.
- Cheeky or impertinent remarks to adults.
- Intimidating other pupils or adults.

- Verbal abuse towards other pupils or adults.
- Physical aggression towards other pupils or adults.

Rewards and Sanctions

Every opportunity is taken to celebrate good behaviour through means of praise and or reward. Examples are:

- Verbal praise and encouragement.
- Written praise and encouragement.
- Stickers.
- House points.
- Treats from the Headteacher.
- Half-termly presentation of certificates including behaviour as well as academic achievement.
- End of Year awards.

Children are always encouraged to behave in a safe and courteous manner. The boundaries of acceptable behaviour are clearly identified by staff who respond promptly and firmly with pupils who test those boundaries, with unacceptable behaviour being dealt with swiftly. When sanctions are applied, staff ensure that appropriate dialogue is made with the child so that he/she is fully aware of the reasons for the punishment.

Unacceptable behaviour will result in one of the following sanctions. The severity and frequency of the behaviour will determine the sanction administered:

- Reminder of how to behave responsibly and correctly.
- A warning issued which explains the behaviour which is unacceptable.
- Confiscation of items, if any, causing the issue.
- Working in isolation, either in a communal area or in another classroom.
- Incomplete work being sent home as extra homework.
- Internal exclusion from events, such as break time or lunch time play.
- Sent to the Headteacher.
- Parents being contacted and where necessary, meetings arranged.
- Fixed-term or permanent exclusion (see Exclusions Policy).

A stepped approach to dealing with disruptive or poor behaviour is followed:

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| Stage 1 | Person on duty (Class Teacher/Teaching Assistant/Welfare Staff) deals with the issue, encouraging and modelling positive behaviour as well as using sanction techniques such as isolation or reflection time where necessary. |
| Stage 2 | If a problem persists or gets worse a verbal warning is issued to the child with what is unacceptable being made clear and time provided for the child to reflect on how to make things right and put this into place. |
| Stage 3 | If poor behaviour continues, or gets worse, a yellow card is issued. The yellow card will be completed by a paid member of staff, (in consultation with the class teacher), and sent home. At this point an appropriate sanction will also be applied. |

Stage 4 If poor behaviour continues, or gets worse the issue is reported to the Headteacher, or senior member of staff in their absence, and a red card is issued. The Headteacher will notify parents by phone or letter and where appropriate, a meeting will be called. An appropriate procedure of managing and improving the behaviour will be discussed and agreed by the school and parents.

Stage 5 If poor behaviour continues or gets worse, the exclusion process will be put in place.

In serious cases of bad behaviour the early stages may be missed out.

All serious bad behaviour is reported to the Headteacher and recorded in a behaviour file. Continual or extreme bad behaviour will result in the Headteacher contacting parents to discuss the child's behaviour. Parents are informed when their child's behaviour is causing concern and their support, help and co-operation sought.

Fixed term and permanent exclusions may be used – but are the final resort. Our aim is to manage behaviour and help children to become self-disciplined.

The following may result in immediate exclusion:

- Foul and abusive language to adults.
- Damage to property.
- Excessive or repeated violence to other children or adults.
- Open defiance to adults.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by school staff that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Enquiries about this policy should be made to the Headteacher.

D. Hargreaves
Written November 2014
Updated January 2015

Reviewed with no changes September 2016

Reviewed with minor changes to wording and reference made to the Exclusions Policy November 2017

The principles of this policy should be reviewed annually by the Governing Body.