



CHRIST CHURCH C.E. PRIMARY SCHOOL

BEHAVIOUR POLICY

This policy is designed to promote and maintain positive behaviour at Christ Church Primary School

Vision

"As God loves us all, our vision at Christ Church is for everyone in our family to feel equal, valued and prepared for life in modern British society. While walking humbly with our God, our children will become wise, compassionate, independent and resilient learners in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived 'in all its fullness'.

Believe and Achieve!"

Book of Micah: Verse 6:8

What does the Lord require of you? To act justly, to love mercy and to walk humbly with your God.

Mission:

Serving God's Community

In developing a greater understanding of Christian and other faiths within the community, we seek to develop the personality and potential of all, and to understand that we are created equally by God.

We are committed to providing an outstanding education to prepare our children for adult life in modern Britain in our locality by living in harmony before God.

By developing the social, moral and cultural and spiritual dimensions of pupils the school seeks to equip them to make a positive contribution to the community.

In finding time to be still and reflect, we seek to foster spirituality and a deeper relationship with God.

How does our Behaviour Policy link with our vision?

At Christ Church we commit to making it our mission to promote resilience, positive behaviour, and wellbeing for all our pupils. We believe children are unique before God and should be given the opportunity to be looked after and catered for the individual emotional, moral and spiritual need.

Our Behaviour policy follows Jesus's example of being merciful and he invites us all to do the same, showing what our hearts are like towards others. We must try freely and willingly show compassion and kindness to others. This is shown by valuing each other by forgiving freely, and reaching out to others without expecting anything in return.

Although we emphasise forgiveness through our values and our Bible verse, we also encourage restorative justice. We believe restorative justice empowers students to resolve conflicts on their own and in small groups. The idea is to bring children together in peer-mediated small groups to talk, ask questions, and air their grievances and then they willingly forgive through their own choice.

At Christ Church we teach children about acting justly, this means living your life with a sense of right and wrong; doing the right thing, at the right time. God is summoning us to eliminate any unjust actions or thoughts of injustice. We need to see others as God does – deserving dignity, respect, love, care and being treated as equals. We are all made in God's image.

We believe outstanding behaviour ensures that our children flourish no matter what their background, faith or ability. We want our children to be resilient and healthy ambassadors of God in our modern society and we aim to nurture well-rounded, respectful and confident children.

The School Aims:

- To prepare each child for the opportunities and experience of life in a multi-faith society.
- To teach that caring for each other is central to promoting understanding, respect and consideration.
- To have happy, healthy, independent learners who realise their full potential through personalised teaching and learning in a safe and secure environment.
- To celebrate and nurture our faith commitment and show that God is at work within our community.

Underlying Principles for Managing Behaviour at Christ Church CE Primary School

We believe:

- The enhancement of self-esteem, the development of self-discipline and positive relationships is crucial to behaviour management (PATHS)
- We manage children's behaviour positively
- We have high expectations of our children's behaviour and share these with the children
- We teach, model and reward good behaviour using whole school approaches and vocabulary.
- We balance the needs of all children and teach them how to manage their behaviour positively using PATHS
- That close professional relationships between staff, children and parents are paramount and there is a dialogue about behaviour
- Children's behaviour has a context (e.g. a child may be "good" in class but finds it difficult to manage their behaviour in the playground, at a particular time of day or changes to their routine) and we consider this when deciding how to manage behaviour (emotional literacy)
- That inappropriate behaviour is to be dealt with by fair, consistent systems and that children are given appropriate consequences to fit the behaviour and age. .

Good behaviour management helps us to fulfil the Every Child Matters agenda by ensuring our children are:

- Staying safe – no incidents of bullying, fighting etc
- Being Healthy – mental health is developed through PATHS, meditation and mentoring.
- Enjoying and Achieving –we adapt our planning to identify any triggers that will affect learning so that all children can enjoy and achieve the curriculum.
- Making a positive contribution – children learn social skills and can articulate their emotions when dealing with conflict. (PATHS)
- Achieve Economic Well-Being – children develop life skills for dealing with difficult situations and are able to follow rules

Positive Behaviour Management.

Our Diamond Rules are intrinsic in everything that we do.

At Christ Church School we support our children with their behaviour by having 3 diamond rules. These rules are:

- Show good manners at all times
- Care for everything and everyone

- Follow instructions with thought and care

These rules are displayed all around school and consistently referred to by staff when rewarding behaviour and giving children consequences.

1. Managing Behaviour Around School

When moving around the school building children should demonstrate appropriate behaviour by:

- Walking in a single file line
- Walking quietly and calmly
- Walking on the left hand side of the corridor in case anyone is coming the other way

These points should be reinforced by all staff by speaking directly to an individual or groups of children so that they can correct their behaviour.

2. Managing Behaviour At Lunchtime.

Lunchtime supervisors are PATHS trained and encourage the children to follow the 3 steps for managing their emotions and dealing with conflict:

- Stop – calm down
- Tell me what the problem is and make a plan
- Go with the plan

When dealing with inappropriate behaviour, children are asked about their actions and may need to stand with the lunchtime supervisor or stand at the 'Think Again Wall' to reflect upon their behaviour.

Proverbs 3:5-6

Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.

Their name will be recorded on the behaviour sheet by the lunchtime supervisor and they inform the class teacher so that they are aware of the issue.

The behaviour sheet is used as a means of communication between the Senior Lunchtime Supervisor and the BECO who monitors these sheets regularly and provides suitable interventions.

Parents are contacted if their child regularly appears on this record and if need be, their child may be excluded at lunchtimes if persistent unacceptable behaviour occurs.

Non- negotiable behaviours include: swearing/ fighting/use of homophobic, racial or derogatory remarks. These will be brought to the attention of the BECO, Deputy Head/ Head Teacher and details of these incidents will be recorded. A member of the SLT team will log the behaviours using CPOMs/BCC sheet and parents will be informed.

Whole School Rewards

We acknowledge that in order to achieve a level of self worth we need to teach the children what is worth valuing and what expectations we have for them. Extrinsic rewards naturally reinforce understanding and give pleasure and confirmation of efforts to children, parents and staff.

We have a range of rewards as follows:

- All children from Year 2 to Year 6 are in house teams: Hope, Charity, Patience and Faith. Children receive house points for their house team for: work/effort/attitude/behaviour. Each week, we award the house team with the most points in our Star Pupil Assembly and they are publicly applauded. The house that wins at the end of each term has a very special prize.
- For children's work/attitude/effort, in addition to frequent praise from staff, 2 children from each class receive a Star Pupil Certificate which is awarded in our whole school celebration assembly each week. Often work is shared with the whole school to publicly praise standards of work. We celebrate children's efforts which are especially linked to our core values of Hope, Charity, Patience and Faith.
- Each term, we reward children in our Brilliant Behaviour Awards ceremony. Staff are asked to choose two children for exceptional classroom behaviour. Our lunchtime supervisors choose one child from each class for wonderful behaviour at lunchtime. We also reward two children from across the school for marvellous manners in the dinner hall and at the breakfast club.

Classroom behaviour

Children experience three transition days in July whereby they meet their new teacher and become familiar with their new environment. A class agreement is drawn up by the children and their new teacher that is based on the Three Diamond Rules. These agreements are age appropriate and are intended to be easy to manage. (see appendix 1)

This agreement is what forms the basis of the classroom rules for the year. Children who follow the rules are rewarded.

Individual teachers will devise their own reward systems in class e.g. Rockets, Ladders, Traffic Lights, Smiley Face Charts and every class will have a Behaviour Board to ensure behaviour always has a high profile.

Other types of awards are:

- Non Verbal praise
- Verbal praise
- Written praise
- Stickers
- Stickers and stamps in books by class teacher and Head Teacher
- Sharing work with other teachers/classes
- Sharing good news with parents

Learning behaviours.

We recognise the importance of making time to establish a basis for shared behaviour and learning expectations in September. During this establishment phase, teachers teach children skills necessary to:

- co-operate and show tolerance
- listen attentively and provide and receive constructive feedback
- understand the importance of trying their best, reflect on their work and effort
- balance imagination with strategic thinking
- be resourceful
- ask good questions
- persist when faced with difficulty.
- develop resilience

Consequences

Teachers follow a 4 step approach towards for dealing with inappropriate behaviour. In appropriate behaviour is seen as breaking the classroom rules or where low level disruption occurs and affects their learning or the learning of others. These four steps are clearly displayed to remind children of how poor behaviour will be dealt with. (Teachers may have other imaginative ways of displaying these and making the process more visual for younger children, (see Appendix 2).

For low level disruption during lessons the following steps must be followed:

1. Verbal warning (remind child of next step and encourage them to make the choice to behave).
2. Brief removal from peers within the classroom (this should be short, you may use a timer).
3. Removal from peers for remainder of session
4. Removal from class for 1 session to phase partner with work provided

Children's names are recorded on a behaviour sheet which is changed each week. This is collected by the BECO each half term to look for trends and provide suitable interventions i.e: mentoring sessions, meetings with child, meetings with parents, involvement of outside agencies e.g: COBS (City of Birmingham Schools). A report is written for the Governing Body each term by the BECO.

The adult that gives a consequence out is responsible for the repair and rebuild phase. This is indicative to our core Christian belief of forgiveness.

If a child is sent out of class and their behaviour has not improved when they return back, they will be sent to the BECO. If there is no improvement, the child will be isolated for the rest of the morning or afternoon. The BECO will telephone the parents of any children who have to spend time out or speak to them face to face – parents will be given the option of coming in to further discuss their child's behaviour. If a second phone call has to be made following further poor behaviour, the parents will be invited in to discuss the behaviour with the class teacher and the BECO. The child will be then put on a behaviour report. Each class will have a behaviour file to record phone calls made and exit passes of children sent to them.

For extreme behaviour a member of SMT should be sent for straight away e.g. physical aggression towards another child or adult, peer on peer abuse, escalating verbal abuse and aggression towards another child or adult, leaving the school premises. Physical aggression resulting in another child or adult being hurt will result in minimum 1 day exclusion. For physical behaviour the Care and Control (incorporating Physical Restraint) policy will be followed. Training for staff on restraint and positive handling is updated every two years.

A copy of a condensed version of our Behaviour Policy will be displayed on our behaviour board for all visitors, supply staff etc to promote consistency across the school.

Pupils Conduct Outside The School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school's behaviour procedures will apply to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Parents will be notified as a matter of course.

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or

- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

For further information please see the DFE document on our school portal 'Behaviour and Discipline in Schools - A Guide for Head Teachers and Schools Staff.'

Confiscation of Inappropriate Items

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. However, staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents will be informed where potentially harmful items or substances have been found and any weapons or items which are evidence of an offence must be passed to the police as soon as possible. Appropriate sanctions will apply in line with our behaviour policy.

For more information please see the DFE document on our school portal, "Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies.'

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with 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. Force is usually only used either to control or restrain. Further guidance can be found in our separate Care and Control (including Physical Restraint) Policy.

Sanctions for Malicious Allegations against Staff.

Pupils that are found to have made malicious allegations will have breached our school's behaviour policy. Appropriate sanctions will be applied which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). For further information please see the DFE document on our school portal – 'Dealing with Allegations of Abuse against Teachers and other Staff). Please also see the school's Safeguarding Policy.

Working with Parents

The school actively encourages close links between parents and teachers.

A copy of the Home School Agreement is given to all parents to sign, once a year at Parent Consultations and all new parents are asked to sign a copy when their child starts at the school. Teachers are available on a daily basis to discuss any concerns and the Learning Mentor offers practical and pastoral support to parents.

Parents are also signposted towards support services if they require help with behaviour. Parents of children with an IBP (individual behaviour plan) are invited to a review meeting twice a year. Our school website also informs parents about our school rules in the parents' information section.

In the event of extremism, liaison with external agencies such as 'Channel' may be required in order to work with families of children who may be exhibiting such behaviour.

Serious Incidents

“One-off” serious incidents should be referred to a member of SMT and will be dealt with on an individual basis. Parents will be informed and involved in the decision regarding appropriate sanctions. Any incidents of serious aggression, bullying, racism, radicalism/extremism or homophobia must be logged and reported to a member of SMT straight away.

Challenging Children

Most children are able to manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children have significant difficulties in managing their behaviour and need a more individual approach. In these cases, class teachers, BECO and parents will work closely together to support the child through targeted IBP's (Individual Behaviour Plan) and the use of appropriate outside agencies.

References

Anti-Bullying Policy
PSHE Policy
Restraint Policy
Safeguarding Policy
PATHS programme
R Time programme
Valuing All Gods Children

Created D McHugh June 2009

Updated D Westwood November 2011

Updated D Westwood October 2012

Updated D Westwood October 2013

Updated N Whitehouse November 2015

Updated C Cole November 2016

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Updated T Collins-Bullock November 2019

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GUIDANCE FOR CLASS TEACHERS

In order to improve behaviour, improve teacher's confidence and enhance learning, Christ Church has put together the following strategy for behaviour management. It aims to be simple, supportive and effective. It should provide consistency and security.

It will deal with most incidents of misbehaviour but obviously in extreme cases of stealing and bullying teachers may act with discretion and refer the matter immediately to a member of the SLT. Children with severe behaviour difficulties may need their own Individual Behaviour Plan and this will be dealt with through the Special Needs Register

Our system is based around class guidelines which all classes should have clearly displayed. They should be referred to regularly and good behaviour should be modelled, praised and explicitly taught. Vague instructions such as "be good" should be avoided. Teachers should be clear and precise about their expectations. The following procedure should be used for anti-social behaviour, disruptive behaviour, insolence and constant interrupting or disturbing lessons, so that others learning is affected.

APPENDIX 1

Examples of class room agreements based on the Diamond rules:

- Show good manners at all times
- Care for everything and everyone
- Follow instructions with thought and care

<u>Early Years</u>	<u>Yr 1-2</u>	<u>Yr 3-6</u>
We agree to: Say please, thank you and sorry Be kind to others To look after our things and each other To listen well	We agree to: Use good manners Look after our equipment Use kind hand, feet and words Try and calm down when we are cross Listen to other people and to do as we are asked Be helpful	We agree to: Co-operate and show tolerance Take responsibility for our equipment and presentation Listen carefully to others and respond respectfully Consider the impact of our words and actions Support others Do our best

Appendix 2

Example of displaying the 4 step approach to children:



Year 3's



Brilliant Behaviour

1. Your teacher will ask you to behave yourself.

2. You will have to sit on your own for a short time.

3. You will have to sit on your own for the rest of the lesson.

4. You will have to leave the classroom.



Guidance for Teachers

Managing Behaviour in the Classroom

Essential to good behaviour management is the relationship between the class teacher and the children in the class. Good relationships and consistency with teaching assistants and visitors will enhance this.

The following points will support good behaviour management:

- Be organised and on top of things – failure to prepare – prepare to fail
- Be consistent in your expectations and reactions
- Talk quietly whenever possible to establish a calm atmosphere
- Raise your voice rarely and only for effect
- Mean what you say – don't make empty threats
- Try to be pre-emptive e.g. in the way you seat children, by controlling movement around the room and school and by organising resources so that they are clearly labelled and available when needed
- Have clear routines that you have explained to the children
- Be clear about jobs and responsibilities – display them for everyone to see
- Try to stay calm and positive – or at least give the appearance of calm!

Managing Behaviour in the Playground

When you are on duty the following points will help maintain positive behaviour:

- Be outside before the children
- Be consistent and enforce playground rules at all times
- Be vigilant and intervene early if a situation looks tense
- Move around the playground making sure that all areas of the playground can be seen by staff on duty
- Teachers should be in the playground to collect their class before the whistle is blown

Staff on duty at break time are expected to deal with minor incidents of inappropriate behaviour. Children are asked to spend 5 minutes with the member of staff on duty for a period of time. For more serious incidents, a member of SLT (Senior Leadership Team) should be sent for. Any playtime incidents should be reported to the child's class teacher.

Encountering Difficulties

Admitting that you are having difficulty in managing behaviour of an individual or group of children is not a sign of weakness. It is vital that you talk to someone and get some support before the situation deteriorates. It does not matter who you talk to as long as you feel comfortable and get the support or advice you need. Framework for Intervention is a useful tool for improving classroom and behaviour management. Tara Collins is our current BECO and she will be happy to discuss any issues you may have and work through the Framework for Intervention process with you.

D McHugh June 2009

Updated D Westwood November 2011

Updated D Westwood October 2012

Updated D Westwood November 2015

Updated T Collins December 2019

Updated T Collins December 2020