

**Christ Church C.E. School
Behaviour Policy
September 2018**



**Christ Church
C of E Primary School
Regents Park
NW1 4BD**

BEHAVIOUR POLICY

Autumn 2018-19

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Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - **Every Child Matters**

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The school aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The school aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School

Behaviour Policy

Date of policy: Autumn 2018

Review date: Autumn 2019

Introduction

Aims and expectations of the behaviour policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring, Christian community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in harmony, creating a nurturing ethos where everyone feels valued and secure.

In order for the school to run consistently smoothly, the school has a number of school rules. However, the primary aim of the behaviour policy is not a system to simply enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to facilitate everyone working together in an effective and considerate way.

The school expects every member of the school community to behave in a respectful way towards others.

We treat all children fairly and apply this behaviour policy consistently.

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

The school constantly and consistently acknowledges and reward good behaviours and attitudes to learning, as it believes that this will generate further positive behaviour and develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school views parents as active partners in upholding this policy. The behaviour policy is kept on display, in the foyer, and is accessible to all stakeholders.

The school expects all members of the adult work force to fairly and consistently work within the school's behaviour policy.

At Christ Church we seek to promote a resolution based approach. We encourage the children to identify their own undesirable behaviour/s and therefore seek to resolve it themselves.

The adults at Christ Church will respect the children's right to personal space, their right to explain themselves and their right to fair and consistent approaches from all the adults in the school.

The adults will seek to resolve incidents of poor behaviour through calm dialogue, with a focus on reconciliation. They will not argue with children as this can lead to escalated 'heated' words and actions and this is not a productive way to model resolution or to promote positive behaviour. It also provides 'negative attention' to a child and for some children this can 'feed' a need in them. Sometimes children will be offered space and time prior to bringing a conclusion to an incident.

We remind the older children explicitly and frequently about their responsibility to be role models for the younger children and to care for them. The adults must remember that they look to us for the modelling of these qualities.

Rewards and sanctions

We are always seeking to praise the children and we praise and reward children for good behaviour/conduct in a variety of ways:

- Teacher's praise of children is implicit in their practice.
- We recognise the importance of continuously acknowledging good behaviour; this applies to all aspects of school life e.g. interacting with visitors, corridors, dining hall, the playground, and during assembly.
- Every week we nominate a child from each class to receive a Christ Church Superstar award.
- Teachers, TA's, LSA's, admin staff and volunteers can give children merit awards.
- We distribute merits fairly to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; With ten merits children receive a bronze award, twenty a silver and thirty a gold. Two Gold awards in a year will result in a Diamond award.
- Teachers are expected to keep an overview of their class' merits to ensure that no child is overlooked or over rewarded.
- It is expected that over the course of the year, most children will manage to achieve at least their silver award.
- Bronze, Silver, Gold and Diamond awards are presented in sharing assembly.
- Holders of Gold awards will receive a special reward.
- Staff can also give children stickers for an "instant" reward (not too frequently or it loses meaning).

- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Children receive special stickers from the Head and Deputy to acknowledge good work and behaviour.
- The head teacher keeps a 'Treasure box' in her office for children to select treasure for exceptional pieces of work/acts of kindness.

We recognise that through teaching the children excellent communication skills it enables them to resolve difficulties. We also recognise that it promotes an atmosphere and culture of courtesy and harmony. All children are expected to greet adults and each other every day, using eye contact and appropriate signing. Each afternoon the children say good afternoon to their class teachers and any other adult they encounter.

This courtesy extends to holding the door for adults and peers, standing aside to allow adults or peers to pass, or assisting any member of the school community around the school. Christ Church children are frequently asked to show people around the school - when introducing themselves they are taught to shake hands and maintain eye contact. Considerate movement around the school actively promotes the underpinning of good behaviour and an ethos of calm.

The school uses a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation e.g.

- Holding an adult's hand during playtime
- Sending a letter home or making a phone call to parents
- Fixing broken items e.g. torn book, clearing up graffiti
- Missing a treat such as football, a disco or a class outing
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task in their break time
- If a child is disruptive in class, the teacher reprimands him or her. The teacher will use the behaviour chart and if this has been followed, (e.g. child has already received a warning and time out in the classroom) and a child misbehaves repeatedly, we isolate the child from the rest of the class. This could mean being sent to another class (year below) for a short period of time (e.g. an eight year old child would be in another class for eight minutes etc) until s/he calms down, and is in a position to work sensible again with others.
- No child will be sent to another class more than twice in a day (see more challenging behaviour).
- Inappropriate behaviour can instigate the child being sent to the 'Thinking Fence' for the number of minutes equal to their age. An adult will then speak to the child to discuss 'ways forward' to prevent a reoccurrence of the behaviour.

- Class teachers/SLT ringing to invite the parents to school in order to discuss the problem and follow up at home. Inappropriate changes/patterns in behaviour are always shared with parents and solutions sought collaboratively.

More challenging behaviour

In more extreme cases of inappropriate behaviour, sanctions can include missing a playtime (the child will sit outside the head's office for an age related number of minutes, e.g. an eight year old child will sit outside for eight minutes etc) Permission for this must be sought from a member of SLT.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session (this may involve being sent to another class to work, e.g. during PE). If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sanctioned (the behaviour file is kept in the Deputy Head teacher's room) Teachers and Teaching Assistants are expected to record any misdemeanours of children in their care i.e. on playground duty, booster etc. as soon as is reasonably possible.

The behaviour file is regularly monitored by SLT each week.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. At this stage, the child may be given a home/school behaviour book or behaviour contract, which demonstrates to the child the fusion between the two parties. If the challenging behaviour persists and all other strategies have been used with no signs of improvement in behaviour, other, more serious sanctions may be put in place. This may include, when the head teacher deems appropriate, internal and external exclusions. The support of external agencies such as PLSS and Early Help would then be sought.

When a child has significant SEN and the Disability Act applies, some adaptations to this policy may need to be made at the head teacher's discretion.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE or 'circle time'. School rules are regularly reviewed in whole school assemblies.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to

ensure that all children attend school free from fear. With all incidences of bullying, parents are immediately informed and involved.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. If a situation escalates and you feel one of your children need to be restrained –if possible send your TA or a sensible child to seek a member of SLT. The actions that we take are in line with government guidelines on the restraint of children. Any time restraint is used everyone who has witnessed the restrained will need to write a statement and the parents are informed both in person and in writing in line with the Restraint Policy.

The role of the staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lessons and during assembly. During transition times, all adults working in school are responsible for upholding the aims of the behaviour policy, and are accountable for enforcing rules.

Class teachers understand the importance of developing positive relationships with the children. The staff in our school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All staff understand the importance of attending and participating in weekly assemblies and any other whole school gathering. They also understand their responsibilities in ensuring that all children are attentive and behaving appropriately during these times of reflection. This ensures that the school is orderly and civilised when moving around the school en mass. This may involve approaching parents and asking them to respect rules involving mobile phones etc.

The class teacher treats each child fairly and enforces the classroom code consistently and fairly. The teacher treats all children in their class with respect and understanding. Shouting is actively discouraged.

Class teachers in our school employ appropriate intervention strategies to prevent behaviour escalating to an inappropriate level.

We recognise that appropriate differentiated planning promotes positive self-esteem and good behaviour.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their line manager. Serious incidents are reported immediately to the Head teacher. A child can only be placed outside the Head's office with permission from a member of SLT.

The class teacher may liaise with the Inclusion Manager, who may in turn involve external agencies, as necessary, to support and guide the behaviour of each child. This is always done with the permission of the child's parent/s. The class teacher may, for example, want to discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about

the behaviour or welfare of a child and record the discussion on a parents meeting form. A copy of the meeting form is always given to the parents to sign (the following day).

If a child becomes physically abusive and endangers themselves or other, a member of the SLT will be called for. The class may then be sent into the hall, playground or the ICT suit in order to deescalate the behaviour, remove the audience and to calm the child down. Members of the SLT are trained in Positive Handling and if restraint ever has to be used the parents are informed immediately (see physical restraint policy).

Uniform

Christ Church parents have actively chosen to have their children wearing a uniform. The purpose of the uniform is to unite the children as a cohesive community, where no one child stands out due to their attire. It is commonly believed that uniform contributes to the good behaviour of children. The school supports this decision by actively monitoring the children's uniform.

All adults working in the school are expected to monitor the uniform and remind children of the rules. Class teachers are expected to speak to parents when the uniform rule is not adhered to in the first instance. This is not solely the role of the SLT. Smart uniform is non-negotiable, support staff can report incorrect uniform to their class teachers, who in turn are expected to speak to the child's parents. In the case of a child consistently not wearing the correct uniform the parents should be referred to the SLT and a letter will be sent home. Every Friday there will be a Smart Class Award, a member of SLT will walk around each class to decide which class has the smartest uniform.

The role of the Headteacher

It is the responsibility of the Head teacher (under the School Standards and Framework Act 1998) to implement the school behaviour policy consistently throughout the school and to report regularly to governors regarding the effectiveness of the policy. It is also the responsibility of the Headteacher and Senior Leadership Team to ensure the health, safety and welfare of all children in the school.

The Headteacher supports all staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy which is monitored by the Governors.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher reserves the right to exclude any pupil who refuses to comply with instruction from a member of staff where it impacts on health and safety. The Headteacher also has the power to exclude a child with immediate effect if they assault a member of staff or another pupil. Repeated assaults on staff can lead to a permanent exclusion. Both these actions are reported to the Governing Body.

The role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

We actively flag up positive behaviours with parents as well as less desirable behaviours.

We explain the school rules in the school prospectus.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, then they should contact the school governors.

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 Headteacher in carrying out these guidelines.

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

Fixed-term and permanent exclusions

Only the Headteacher or the Deputy in the Head's absence has the power to exclude a pupil from school. In the event of needing to exclude a pupil, the school would refer to the LA's exclusions policy.

Monitoring

The Headteacher monitors the effectiveness of this policy on an annual basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. Records of any incidents that occur at break or lunchtimes are also kept and regularly monitored. There is a communication book between lunchtime supervisors and teachers which is kept in the staffroom.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. This policy will be reviewed in Autumn 2019.

Signed

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Chair/Vice Chair of Governors