



# BEHAVIOUR POLICY

JANUARY 2018

# CHRIST CHURCH C OF E VA INFANT AND NURSERY SCHOOL

## Behaviour Policy 2018

### Introduction

Christ Church is part of the Newark Town Family of Schools and 'School Behaviour, Attendance and Partnership'. We have an agreed protocol in place which follows a graduated response for dealing with challenging behaviours. Support is available from the 'Primary Social Emotional Development Team' (PSED) lead by Caroline Crisi. This policy was formulated in response to the introduction of a number of practices in school, namely; SEAL, Restorative Justice, Jenny Moseley's model of Golden Time/Quality Circle Time. It also is based on the philosophy of Bill Rogers.

**Positive reinforcement of desirable behaviour, Reward Time and Circle Time forms the basis for the positive behaviour management system within our school.**

### Vision Statement

**Christ Church School inspires everyone to learn and grow together.**

**We follow our 6 Christian values inspiring everyone to**

KINDNESS

FORGIVENESS

RESPECT



FAMILY

LOVE

THANKFULNESS

**We will achieve this by understanding that**

Our rights are

- To learn
- To feel safe
- To be treated with respect

Our responsibilities are

- To follow rules
- To consider others

Our school aim for behaviour is that we all

- respect the rights of others
- take our responsibilities seriously
- own our behaviour and not blame it on others
- develop a positive self-esteem
- build workable relationships

**Rationale**

The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching at Christ Church. Effective learning and teaching is primarily dependent on positive relationships through inter-actions between staff and pupils, and between pupils themselves. Our policy at Christ Church School is based on an overwhelmingly positive approach towards managing behaviour. A major part of our policy is based on the emphasis of our values based ethos; the use of incentives, School Rules, Superstars, Gold Book and when required, to apply the use of agreed sanctions. Circle Time/PSHE and the use of SEAL should be used as a starting point for all of these.

## **Aims**

Our school aims state that pupils will:

- have confidence and high self esteem
- become self-motivated, enthusiastic and creative learners keen to achieve their full potential
- learn independently and collaboratively
- be self-aware, sensitive, caring individuals with respect for others and the environment
- enjoy their learning, experience success and be proud of their achievements
- be able to form and express ideas and questions, and communicate effectively
- have the personal and social skills to be able to play an active and constructive role in society

## **Mission**

To meet our aims we will provide:

- a supportive and challenging ethos which encourages success and recognises and rewards effort and achievement
- a broad, balanced, creative curriculum providing pupils with opportunities to apply their learning
- good teaching incorporating a range of styles to support all learners through an investigative approach to learning
- interesting and stimulating learning experiences and environment that will help to challenge and motivate pupils
- constructive learning partnerships between home, school, church and community
- creative, friendly and inspiring role models
- a rich, varied and relevant set of learning resources
- an enriching and stimulating programme of events, visits, visitors and extra-curricular activities to suit a broad range of abilities, interests and ages

## **Objectives**

To meet these aims through our Positive Behaviour Policy we have set the following objectives.

- ☺ All members of the school community will be involved in implementing this Positive Behaviour Policy.
- ☺ Staff and children will behave towards each other with mutual respect, consideration and tolerance.
- ☺ We will celebrate positive behaviour with a system of rewards.
- ☺ The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.
- ☺ The school may ask parents to pay for damage to property that is the direct result of their child's misbehaviour.

### **Circle Time**

This forms an essential element of our Positive Behaviour Policy and each class is expected to hold regular class meetings or Circle Times. These are times when the class comes together for thought, discussion, fun and self-congratulation. Problems can be discussed openly and solved with the participation of the whole class.

### **School Rules**

These rules are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in. Classes also compose their own class rules.

- 1. We listen**
- 2. We tell the truth**
- 3. We try our best**
- 4. We are friendly and kind**
- 5. We respect each other and our school**

### **Incentives**

As well as the many and varied incentives operating throughout the school, we have 'whole school' incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults and for representing the school in a team or at an event.

Whole school incentives are:-

Marbles in jar and stamps on chart – issued for good effort and whole class/individual positive behaviour.

Notes home to highlight specific behaviours/good work

Celebration Assembly

Classes may also develop their own incentives.

## **Sanctions**

Clear and negotiated sanctions are an essential requisite of positive classroom management. Sanctions offer clear boundaries and a safe framework.

Application of sanctions:

Child's behaviour is managed using our "1,2,3" timer system.

We will log the frequency of the timer and if the child is repeatedly having a timer for similar incidents and we consider it to be a cause for concern, we will contact the child's parents.

Pupils are given a **clear verbal warning** about their behaviour. Other sanctions used may include; moving children to time out areas inside/outside the class, missed plays, staying in to complete work, going to another teacher, sent to team leader, sent to SLT or HT, use of behaviour charts, contracts, pass to play cards, report cards, speaking to parents, lunchtime detentions, home for lunch, possible exclusions.

If a pupil still refuses to follow the rules on return to the classroom, that pupil is sent to the Head Teacher and parents are contacted about behaviour. Excluding pupils would be a last resort.

## **Severe Behaviour Incidents**

In the event of any of the following, parents may be contacted immediately and requested to remove their child from the school premises:

- Actual physical violence towards any member of the school community.
- Verbal abuse towards a member of staff
- Deliberate damage to school or other people's property.

This would be recorded as a fixed-term exclusion and a meeting will be arranged with the parents to discuss further action, depending on the severity of the offence, up to, and including, permanent exclusion.

**In cases of bullying we will follow the procedures as laid down in our Anti- Bullying Policy. In the case of needing to use physical intervention we follow the 'Reasonable Use of Force' policy.**

**The school will record racist behaviour and the LA will be informed as part of our Racial Equality Policy.**

## **Methods for recording breaches of behaviour**

All class teachers will keep records of behaviour concerns and possible sanctions used, these records will be submitted to the team leaders every half term and a central record will be kept.

The head teacher will keep a log book, in which to record serious or persistent breaches of the behaviour codes and the steps taken to address these issues. The Head Teacher will keep a record of all actions taken with regard to serious or persistent breaches of the behaviour code.

## **Success Criteria**

Indications that this behaviour code is succeeding could include:

- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the Head Teacher.

- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and yard.

### **Responsibilities**

**Staff:** The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

**Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. They must agree to support the school in actions it may take.

**Pupils:** Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school in keeping to the School Rules.

### **Monitor and Review of Behaviour Code**

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.

Date \_\_\_\_\_

Signed \_\_\_\_\_

(Headteacher & Governor)

## Graduated Response for Newark Town

### Schools should be able to show evidence of

Using behaviour for learning audit and resources to make adjustments to the learning environment in the classroom



Discuss with other staff members / school policy and consistent approaches in managing behaviour



Analysis of incident records to look for common triggers / patterns



SENCO or Behaviour Lead observes pupil in relevant setting



Behaviour plan in partnership with parents put in place



Boxall profile and Beyond Boxall analysis



SEB targets



Support plan and provision map of interventions internally used in school (SEAL, managing emotions, social stories / IDP resources)



Ensure all staff (midday e.t.c) are made aware of plan and strategies



Contact Family SENCO – Jane Starbuck



Initial structured conversation and signposting or further intervention required

**School Behaviour and Attendance Partnership (SBAP)**



Support in School  
PSED team or outreach TA  
Referral form and support

Ian Stewart – LAC Team

Alternative Provision  
First Class  
REAL  
Hope House Animals

School on School Support  
Expertise sharing  
Coaching support

Peer Mentoring

Art Therapy  
Dean Sugden

ASD Specialist Provision

Managed move  
Supported by both schools  
working around the  
transition  
£2000 Support

Outside agency support  
Through Early Help Unit  
or  
Agencies own processes and  
referral systems

Referral to CASY –  
SBAP to fund 8 sessions

Referral to other alternative  
support –  
SALT, Explore etc  
(SBAP to fund 8 sessions)