



Behaviour Policy

Following Jesus' teachings about peace and love, we strive to develop our school family into people who will serve the community they live and work in with respect and compassion. We encourage everyone to develop their unique talents, achieve their full academic potential and take pride in all they do.

Chair of Governors Head Teacher	Mr I Bailey Mrs S Smith
Staff	Mrs Gosling AHT
Adopted by the Local Governing Body on:	25 th November 2021
Date of next review:	November 2023



CHRISTOPHER RAWLINS CE PRIMARY SCHOOL BEHAVIOUR POLICY

The School's objectives:

At our school we expect that:

- Everyone in the school will be valued
- The school rules, agreed by the school council each year, will be known by children, parents and staff and applied consistently
- Class rules will be agreed by the class at the start of each year.
- There will be appropriate rewards and sanctions for behaviour
- Through our school vision and values, we aim to develop moral awareness and sensitivity to the needs of others.

Parents Should

- support the schools' decision when applying sanctions
- Contact class teachers with any concerns about behaviour
- Support our school vision and values.

Children should

- Apply the school rules in all areas of the school, including outdoors.
- Support others with good behaviour choices.
- Talk to an adult at school if they have concerns about behaviours in school.

STAFF RESPONSIBILITIES

All staff, teaching and non-teaching, have a shared responsibility for modelling, promoting, recognising and rewarding good behaviour choices. They must also deal consistently and fairly with any breaches of the school rules by following the school's behaviour management system and keeping records.

As adults we can set good examples and model the standards expected from pupils:

- **Consistency:** Children need to know what is expected of them in all areas of school by all staff. Staff will set high standards and apply rules firmly and fairly at all times.
- **Courtesy:** Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is unacceptable.
- **Respect:** Staff will expect to give and receive respect.
- **Relationships:** Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak, listen.
- **Be Positive:** Our behaviour management system focuses on rewarding good behaviour with sanctions only being used in more serious situations. Working towards raising the self-esteem of all children.
- **Environment:** The quality of the school's environment influences children's behaviour. Dangers, graffiti etc. will be dealt with promptly; litter and untidiness will be kept under control.

Additional Training:

Staff across the phases are trained as 'Team Teach' practitioners, to deal with Challenging Behaviour support needs as required, to support the needs of pupils in school.

Recognising Good Behaviour:

Rewards *should*

- Praise children in relation to their attitudes towards learning and towards others, in accordance with our school vision and values.
- House points –
 - House points can be awarded by any adult in the school. All points are added up weekly and shared in our Celebration assembly.
 - Each week, the house with the most points in the class will be rewarded with 'golden time'.
- Star display:
 - Positive choices will be recognised daily by moving names towards the star.
 - Anyone reaching the star will also be rewarded with a house point
 - A star of the day will be chosen from the star each day and rewarded with class privileges for the day
- Lunch times: Lunch time supervisors will reward children with stickers which are then brought back to class and added to the house points

Dealing with Negative Behaviour:

Where a child is making poor or disruptive behaviour choices, the following system will be followed:

- Positive reinforcement, praising others making positive choices.
- Private verbal reprimand and reminder of expectations.
- If the behaviours continue after a second reminder – the child will have a 5-minute reflection time in an allocated area within the class, continuing their work in this area.
- If poor choices and disruption continue – the child will be sent for reflection time in a parallel class for 10 minutes with work for them to complete. Children will be escorted to this classroom.
- Parents should be informed, either verbally or via email, if a child has reached step 4 on the same day as when the incident occurred.
- Records will be kept by class teachers of any serious or recurring incidents using the yellow forms.
- Persistent poor behaviour choices will be sent to the key stage leader and subsequently the head teacher as deemed appropriate by the Key Stage leader.

Any circumstances that are deemed a danger to physical and emotional health (including: violence, bullying, homophobia or racism) will be dealt with rapidly and escalated immediately to the Key Stage leader and where relevant reported to the headteacher and the relevant bodies.

Lunchtimes:

- Any behavioural incidents occurring during lunch time should be recorded on the blue forms and the member of SLT on duty can be called upon if necessary. If it occurs at the end of playtime, it should be recorded on the blue forms and passed on to the class teacher on the same day.

Foundation stage – kindness journey

Each child is placed upon the display (linked to the class bird), the children then move along the image in steps linked to the mantra 'Kind hands, Kind feet, Kind words', this is seen by the staff through their behaviour, attitudes and interaction within the classes. If the children need time to reflect on their behaviours the children are given time out, using the timer and time to discuss their behaviours with an adult. **Reoccurring behaviours that cannot be managed using this positive praise system will be referred to Parents and SLT.**

Monitoring and Evaluation

This policy reflects the written statement of behaviour principles. The policy is shared at the ethos committee and approved by the Local Governing Body. The Local Governing Body and headteacher will monitor the operation and effectiveness of the school's Behaviour Policy and deal with any queries relating to it. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

BEHAVIOUR MANAGEMENT SYSTEM

1. FIRST WARNING	<ul style="list-style-type: none">• State the behaviour that you would like to see from the child using positive reinforcement.
2. SECOND WARNING	<ul style="list-style-type: none">• Reprimand child privately, reminding of expectations.
3. THIRD WARNING	<ul style="list-style-type: none">• 5-minute reflection time in a allocated area within the class, continuing their work in this area.
4. FOURTH WARNING	<ul style="list-style-type: none">• reflection time in a parallel class for 10 minutes with work for them to complete. Children will be escorted to this classroom.• This will be recorded by teachers.• Parent should be informed if a child has reached this step on the same day as when the incident occurred.
5. SENT TO KEY STAGE LEADER / HEADTEACHER	<ul style="list-style-type: none">• Children demonstrating persistent negative behaviours will be sent to the Key stage leader who will escalate this to the head teacher as needed.

Additional steps

6. SENT STRAIGHT TO KEY STAGELEADER/ HEADTEACHER	<ul style="list-style-type: none">• Any circumstances that are deemed a danger to physical and emotional health (including: violence, bullying, homophobia or racism) will be dealt with rapidly and escalated immediately to the head teacher and where relevant reported to the relevant bodies.
7. SHORT TERM EXCLUSION	<ul style="list-style-type: none">• In line with LEA exclusion policy.

We recognise that this approach will need to be adapted for some children with particular behavioural or emotional needs. For these pupils their Pupil Profiles/Behaviour Plans will be followed.

This policy is linked to:

- Anti-Bullying Policy
- PSHCE Policy
- Positive Handling Policy
- Touch Policy
- Safeguarding Policy

Date of Policy Document: 21st September 2021

Date approved by Governors: Draft to be approved December 2021

Review Date: September 20th September 2024

Behaviour Management Record Sheet (for adult completion)

Name: _____ Class: _____ Date: _____

Time of day: (please indicate)			
Classroom	Breaktime	Lunchtime	Other: _____

BEHAVIOUR CAUSING CONCERN (please indicate)

Rudeness	Swearing	Verbal aggression	General disruptive behaviour
Refusing requests	Destruction of property	Theft	Leaving a room without permission
Racist language/behaviour	Physical aggression towards an pupil/adult	Bullying	Poor behaviour when lining up at play

Further details:

Action taken:

FOLLOW UP NEEDED: (please indicate)

None Class teacher SLT Headteacher

Member of staff completing the record: _____