



Introduction

At Christ Church CE (VC) School we believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding. We also want children to appreciate the consequences of their actions and that this will involve the use of sanctions if appropriate. We acknowledge that learning about acceptable behaviour is not confined to timetabled activities in the classroom but permeates the whole of the time which children spend on the premises or engaged in school related activities.

Aims

- to encourage a calm, purposeful and happy atmosphere within the school
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- to make the boundaries of acceptable behaviour clear and to ensure safety
- to raise awareness about appropriate behaviour
- to foster positive, caring attitudes
- to promote a fair and consistent approach so that everybody in the school community knows their expectations

Implementation

- We will make clear our expectations of acceptable behaviour through use of the school rules
- We will encourage children to take responsibility for their own actions and behaviour
- We will discourage unacceptable behaviour
- We will praise good behaviour both privately and publicly

We expect our children to:

- Follow the rules at all times
- Work to the best of their abilities, and to allow others to do the same
- Treat others with respect
- Co-operate with adults and other children
- Take care of property and the environment in and out of school

As a staff we will:

- Treat all children fairly, recognising their individuality and needs
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment, physically and emotionally
- Use rules and sanctions clearly and consistently



Emphasising good behaviour

General

Good behaviour can always be acknowledged by a smile, a positive comment or upward movement on the zone board. We should give attention for success not just misbehaviour. We need to ensure that all children experience success.

Allow children, whenever possible to take responsibility for themselves in their behaviour by, for instance, providing choice whenever possible. Give children strategies to resolve their own conflicts, see that children carry them out and reach a successful conclusion.

Encourage children to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

What will we do if a child misbehaves

- We will ask them to stop misbehaving
- Where necessary we will discuss incidents with the children involved
- Where possible we will encourage children to try to resolve disagreements themselves
- We will encourage children to take responsibility for their own behaviour

Repeated or persistent misbehaviour

- Withdrawal of privileges e.g. playtime
- Involvement of Head/Deputy
- Exclusion – temporary/permanent

Rules

School rules should be kept to a minimum to allow the children to remember them. High standards of conduct should be expected from the children at all times.

The rules are:

- We Care
- We Share
- We Tell the Truth

Staff should be prepared to constantly remind pupils of the rules, both as necessary before leaving the classroom and through general discussion as part of the working week.

Zone Boards

Every classroom uses a zone board. Every day the pupils begin on the green section, representing acceptable behaviour and a well ordered atmosphere is expected and maintained.

Pupils who display a positive and purposeful attitude to school and their work will be rewarded by moving upwards. Consistent application of this behaviour to every task or aspect of school will be rewarded by a move to the silver and gold sections.

(See appendix 1)



Responses to undesirable behaviour

Staff should be fair and consistent in the reactions to children who may exhibit aspects of undesirable behaviour.

It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but because the child has broken an agreed rule.

Response to undesirable behaviour should be as economic as possible. A stern look is often sufficient. It should not be necessary to raise the voice at the first stage.

Sanctions should be applied in an appropriate and consistent manner. Pupils may be denied part of their break or lunchtimes for a reasonable period of time. They should spend this time in the classroom supervised by an adult.

Pupils should not be denied access to specific areas of the curriculum although they may be asked to complete one activity before beginning the next provided this does not leave them in an unsupervised situation.

Pupils should not be placed outside of the classroom in an unsupervised situation.

Pupils may be asked to walk with the teacher on playground duty rather than join in activities.

(See appendix 1)

Equal Opportunities

Equal Opportunities are at the heart of this policy. All children should be regarded with the same consideration whatever their sex, intellectual or physical ability, social and cultural background or race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Home/School Agreement

The children will be introduced to the school rules at the beginning of each academic year through the PSHE curriculum and introduction or revisiting of the Playground Code Agreement/Home-School Link Book. The School Rules will also be revisited at the beginning of each term.

Record Keeping

Staff will have a record book to be completed if a child's behaviour is unacceptable.

Incidents of a serious nature may require a separate written report for discussion with parents and placing in the child's file.

Monitoring and review

All involved parties have a responsibility to monitor and support the implementation of this Policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and Governors should review the policy.



Appendix 1

Behaviour

Sanction

Stage 1 (Verbal warning)

Wandering about, calling out, interrupting teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils at the wrong time, silly noises, pushing in line

Minimal eye contact
Frowns
Proximity reminders
Change of seating
Apologizing

Stage 2 (Yellow)

Being disruptive, deliberately creating a disturbance
General refusal to do anything
Accidental damage through carelessness
Cheek, off-hand comments
Minor challenge to authority
Annoying other children
Harmful/offensive name calling (isolated)

Separation from rest of group
Writing a letter of apology
Completing unfinished work at playtime
Time out of class as appropriate
Loss of time at break or lunch time
Minimal use of words

Stage 3 (Orange)

Defiance – ignoring rules
Swearing
Damaging pupil/school property
Repeated refusal to do set tasks
Continued or more serious cheek/challenge to authority
Bullying

As above
5 mins of playtime missed
SENCO involvement if appropriate

Stage 4 (Red)

Fighting and intentional physical harm to other children
Throwing dangerous objects
Serious challenge to authority
Verbal abuse to any staff
Vandalism
Stealing
Persistent bullying

Headteacher informed and involved if appropriate
SENCO involvement if appropriate
Formal contact with parent to agree a plan of action
Consider involvement of outside agencies
10 mins of playtime missed

Stage 5

Extreme danger or violence
Very serious challenge to authority
Verbal/physical abuse to any member of staff

Probably means exclusion
Fixed term up to 3 and then 5 days
Refer to County guidance



Behaviour

Acceptable behaviour and a well ordered atmosphere is expected and maintained.

Worked hard and shown a positive and purposeful attitude to school
Consistently following the rules

Consistent display of positive attitude and application to every task (100% effort)

An ambassador for the school
Extraordinary display of positive behaviour
Outstanding work or effort made in the classroom

Reward

Green zone
Verbal affirmation of acceptable behaviour

Silver zone
Teacher writes message in liaison book
As above

Gold zone
Photograph of child on display
Phone call home / note sent home

Headteacher's Award winner