

Croft Church of England Primary School



SCHOOL BEHAVIOUR POLICY

'Achievement for everyone'

Principles

It is our policy that all pupils should have the right to clear guidelines regarding behaviour and the opportunity to be part of a caring and respectful learning community. Our policy has the following key Christian Values at its heart: peace, forgiveness, justice and respect.

Aims

- Our behaviour policy aims to:
- Acknowledge and reward positive behaviour
- Teach pupils to make appropriate and responsible choices regarding their behaviour
- Teach pupils about the Christian values of peace, forgiveness and justice, respect
- Encourage pupils to become 'self-disciplined'
- Encourage and acknowledge individual achievement and progress
- Support pupils to develop their learning skills and attitudes towards learning
- Provide clear guidance for governors, staff, parents and pupils to understand and follow
- Promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Pupil Voice

The following guidelines have been created by the school council (December 2015) to help pupils to maintain positive behaviour and attitudes and live out the Christian values of peace, forgiveness, justice and respect:

- Always show an 'I can do' attitude
- Be a peace maker
- Be polite and show good manners
- Show respect; listen to others and think about their feelings
- Be a role model

To support pupils in maintaining positive behaviour and attitudes, these guidelines will be displayed in all classes and in key positions around the school.

Rewarding positive behaviour

Positive behaviour and hard work is an expectation of this School. To support this, the school has the following systems to reward pupils for their behaviour in school.

Friday celebration worship

Three pupils (per class) are selected each week for their contributions to Christian values (reverence, wisdom, thankfulness, endurance, respect, service, compassion, trust, peace, forgiveness, justice, hope, creation, koinonia), attitude to learning and achievement. Their name is added to the celebration assembly book along with a comment about their achievements and this is read out to the whole school during Friday celebration worship.

One child (per year group) is selected each week for the head teacher's award. Each pupil receives a personally written postcard with a description of their achievements to take home to their family. A digital photograph is taken of each pupil and is displayed on the head teacher's award board in the school's entrance hall.

Golden table

Each week, as a reward for positive behaviour during lunch time, lunch staff select a child from each class to sit at the 'golden table' on Friday lunchtime. This is announced in celebration worship each week.

WOW moments

Sometimes pupils do things that staff feel need instant recognition. On these occasions, pupils will visit the head teacher to communicate their achievements and they receive an instant head teacher's award in the form of a 'golden sticker'.

Worker of the day

All classes have a 'worker of the day' display in their class. A child is selected each day for their hard work and achievements and their name is added to the display each day.

Learning skills

Each class from Y1-6 has a 'what makes a good learner?' display on the wall. Each half term, pupils complete reflection exercises to help them select a 'learning skills' target. The targets are: To show a positive attitude (I can do it!); To be a good listener; To share; To ask for help only

† *Christian values: peace, forgiveness, justice, respect* †

when you really need it; To show good concentration; To do homework well and hand it in on time; To not be afraid to get things wrong; To persevere. Pupils work on these targets across the year to help them to develop their skills as learners and develop a positive and independent attitude towards their learning. This is monitored by staff and is communicated to parents in their child's interim and end of year report.

House points

House points can be awarded by any member of staff for positive behaviour and achievements. House points are recorded throughout the year, a winner is announced at the end of the year and rewarded the house point cup. Our school house names are Swale, Tees and Tyne and will change to Aidan, Bede and Cuthbert from September 2016.

Pride awards

Pupils will be rewarded for 'pride' in their work which is demonstrated in their presentation and handwriting. Pupils will be awarded with a 'star sticker' in their books. When pupils receive ten star stickers they will be awarded with a golden sticker and a certificate.

Annual progress and attendance awards

Each year, one pupil from each class receives a progress award for making outstanding progress in their learning. Pupils who achieve 100% attendance across a year are awarded a trophy for their outstanding attendance.

Poor behaviour

Occasionally, staff may be required to deal with poor behaviour. Staff will always attempt to deal with behaviour issues in a positive manner and will use 'positive redirection' in the first instance. However, sometimes it is necessary for staff to follow the school's behaviour guidelines.

In the instance of low level disruption the following steps will be taken by staff:

Step 1: Verbal warning – staff will deliver a firm, clear verbal warning

Step 2: Name recorded – staff will record the pupil's name on a small, discrete whiteboard that will sit on the teacher's desk (their name will be removed if the behaviour improves before the end of the school day)

Step 3: Time out – staff will administer a 'time out' in class where the pupil will be given up to 10 minutes (depending on the age of the pupil and nature of behaviour) to 'think' about their actions and how they will behave when they return to their seat. If pupils require a time out during playtime or lunch time they will stay with a member of staff on duty for their thinking time.

Step 4: Written reflection – pupils will work in a different area of the school to complete a reflection sheet and will be directed through this process by a member of teaching staff or the head teacher. Parents will receive verbal notification on the day of the incident with an explanation of events and the actions taken by staff.

Instant sanction

In the following situations, pupils will complete a reflection sheet immediately after the event followed by a discussion with the head teacher.

- Defiant behaviour (refusal to act upon instructions delivered by staff)
- Foul and abusive language
- Physical assault on another pupil
- Racial, homophobic or hurtful remarks
- Damage to school, staff or another pupil's property
- Verbal abuse towards another pupil

Parents will be informed verbally and/or by letter depending on the nature of the behaviour. Pupils will always be given the opportunity to apologise to any affected parties as soon after the event as possible. In these instances it may be that the parents of any affected parties are informed also.

SEND

Reasonable adjustments may be made for pupils with special educational needs and disabilities and 'specific' behaviour programmes and 'strategies' may be adopted depending on the needs of the child.

Persistent poor behaviour

In cases where low level behaviour continues and/or there are a number of instant sanctions being administered, parents will be invited into school to discuss the matter and a plan of action will be put in place to support a positive resolution.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

Repeated, intended to hurt someone either physically or emotionally and is often aimed at certain groups, eg because of race, religion, gender or sexual orientation. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

The school's definition of bullying is conducive to this.

In any situation where the school believes that a child's behaviour matches the school's definition of bullying, the following steps will be taken:

- The head teacher and the class teacher will meet with all pupils involved and compile a full written report of events.
- The report will focus on the actions of the individual/s and the distress that this has caused to the victim.
- Parents and pupils will be asked to engage in discussion with the school.
- If the school continues to believe that bullying has taken place, a clear and definitive message will be provided to the pupil/s and parents that 'bullying is not tolerated' and all bullying behaviour must cease immediately otherwise further action may be taken.
- This will be followed up by a formal letter.
- The situation will be closely monitored and reviewed.
- In-school and external support and advice will be offered to all parties throughout the process.

- The school is required to report instances of bullying to the Local Authority however, no personal information will be stored or communicated.

Exclusion

As a final and last resort and when all other elements of the behaviour policy have been exhausted or in extreme circumstances, the headteacher may make the decision to exclude a pupil.

Role of the school staff

School staff will lead by example and implement the school behaviour policy fully, with confidence using their professional judgement.

Role of the head teacher and governing body

Mr Simon Robson (head teacher), is the lead member of staff with the responsibility for behaviour.

The head teacher is to ensure that pupils and staff comply with the behaviour policy agreed by the governing body.

The governing body is to ensure that the school's behaviour policy is successfully implemented by the head teacher.

Role of the parents/guardians

To support the school's behaviour policy.

To support the school's expectations of appropriate and respectful behaviour of pupils using the school grounds at all times.