

Parish CE Primary School



Behaviour Policy



Parish Church of England Primary School

British Values Curriculum Policy Statement

Parish Church of England Primary is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition.

We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

Where it is appropriate and pertinent we aim to teach, reinforce and develop our inherent British values both within our school practices (please refer to our British Values Statement) and within our curriculum coverage.

This statement outlines the key British values we actively promote within the curriculum.

- **Democracy**

- **Mutual Respect**

- **Individual Liberty**

- **Tolerance for those of different faiths and beliefs**

- **The Rule of Law**

Inclusion, Equality and Community Cohesion Policy Statement

At Parish Church of England Primary School we aim to provide high quality education which is inclusive and equips pupils for life- long learning. We strive to enable all pupils to achieve their optimum potential.

We aim to promote inclusivity, equality and community cohesion as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils.

We recognise and value the varied life experiences and needs of all members of our school community. Our school is one in which the teaching, learning, achievements, attitudes and well -being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and equality.

We aim to develop an acceptance of the British values of democracy, the rule of law, mutual respect, fair-mindedness and tolerance of those with different faiths and beliefs.

The school strives to establish equal rights and inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, governors and parents alike.

Behaviour Policy

The aim of our Behaviour Policy is to assist us in creating an environment where teachers can teach, children can learn and good behaviour is celebrated.

Our policy enables all the staff at Parish CE Primary School to have shared aims and objectives in managing behaviour in school, thus ensuring consistency, fairness and high expectations. The policy also provides clear guidelines and behaviour management strategies for staff, which are clearly understood by all pupils and parents. This in turn will have a beneficial effect upon raising standards throughout the whole school.

Our whole school approach to behaviour management involves effective communication with parents at an early stage to ensure partnership and co-operation.

Modifications to the policy will take place in the Nursery and Reception class to take account of the children's age and their particular needs.

Our whole school approach is fully supported by the Governing Body

Behaviour Principles

The philosophy behind our Behaviour Policy is based on the 'Assertive Discipline' principle of creating an environment free from disruptive behaviour, where teachers can teach and pupils can learn in an atmosphere where self-esteem can flourish. Pupils must have clear rules and boundaries and focus should be given to the positive, good behaviour choices, instead of the negative ones.

We believe that pupils can behave. We also believe that those children who do not, choose not to, or have not been shown how to. When a teacher believes that a pupil can choose to behave, their expectations are raised. Positive expectations are key to successful classroom behaviour management.

Key Points

- Teachers must establish rules and directions that clearly define the limits of acceptable behaviour.
- These rules and directions must be followed consistently, throughout the school day and year.
- Teachers must provide consistent positive encouragement to motivate pupils to behave.
- Pupils must know the behaviour needed to succeed in; the classroom, they should be taught how to manage their behaviour.

- Teachers and pupils will clearly know the result of breaking the rules and a list of sanctions will be in place.

Promoting Good Behaviour

We promote good behaviour in our school through the 4Rs framework

- Rights
- Responsibilities
- Rules
- Routines/Consequences

Rights

1. Everybody has the right to feel and be safe
2. Everyone has the right to learn
3. Everyone has the right to be respected

The rights of everybody in the school are clearly stated at the beginning of each half term through assemblies and PSHE and are displayed in each classroom.

Responsibilities

It is the responsibility of everybody in the school to ensure that people's rights are protected. The children are again made aware of this and reminded of it through PSHE and Assemblies.

Rules

1. Play safe, work hard and have fun.
2. Respect everything and everyone around you.
3. Treat others as you would like to be treated.

Routines and Consequences

There is a clear procedure for dealing with children who choose to break the school rules. All members of staff in the school follow this same procedure.

- Each class has 3 behaviour charts clearly displayed: - green, yellow and red.
- All the children's names will be on the green chart at the beginning of each day.
- If a child misbehaves they will be given a verbal warning.
- If they continue to misbehave the child's name will be moved from the green chart to the yellow chart. If the child responds to this by showing an improvement in their behaviour their name will be moved back to the green chart.
- If the child does not respond positively and continues to misbehave their name will be moved to the red chart. If the child responds to this by showing an improvement in their behaviour their name will be moved back to the

yellow chart and subsequently to the green chart if their behaviour continues to improve.

IT IS IMPORTANT TO NOTE THAT CHILDREN WHOSE NAMES HAVE MOVED OFF THE GREEN CHART SHOULD BE ENCOURAGED THROUGH POSITIVE REINFORCEMENT TO CORRECT THEIR BEHAVIOUR AND HAVE THEIR NAME MOVED BACK TO THE GREEN CHART.

- Children whose names are on the green chart at the end of the day will be rewarded.
- If children persistently break the Rules and remain with their name on the red chart then the following Consequences may be employed in a hierarchical order.
 - 5 minute loss of playtime
 - 10-15 minutes in the detention room at lunchtime
 - Removal from the classroom, with work, to a parallel class for 20 minutes.
 - Removal from the classroom, with work, to the working space of the Deputy Head for the remainder of the lesson.
 - Sent to the Head Teacher with work.

Behaviour Management at lunchtimes

The children are made aware that the same Rules, Rights and Responsibilities apply at lunchtime as they do at any other time of the school day. All members of the lunchtime staff follow the same procedure.

- If a child misbehaves they will be given a verbal warning.
- If they continue to misbehave the child will be shown a yellow card and spoken to about the need to improve their behaviour.
- If the child does not respond positively and continues to misbehave they will be shown a red card and asked to sit out at the side of the playground for 5 – 10 minutes.
- If the child continues to behaviour inappropriately they will be sent in to the Detention room to be spoken to by a member of the Senior Leadership Team.

If inappropriate behaviour is repeated and causes significant concern regarding other pupils entitlement to learn, the following would apply:

Children who display inappropriate behaviour consistently will be added to the school's behaviour register and support strategies put into place, including an (IBP) Individual Behaviour Plan. The school's Inclusion Manager will co-ordinate this.

It may be necessary for some children to spend an amount of time in social exclusion within the school, due to their inappropriate behaviour. This will be at the Head Teacher's discretion.

Children may also be put on report. In this instance a daily report of the child's behaviour will be sent home for parents to read, comment on and sign. The log will note positive as well negative behaviour.

Children who continually misbehave at lunchtime may also be directed to lunchtime activity clubs for part of the lunchtime period. This will give them an opportunity to reflect on their behaviour and provide them with support to develop strategies to manage their own behaviour more appropriately.

An Inclusion Base based at another site is available for the school to access if the Head Teacher decides this is appropriate action to take. Parents will be informed in writing if their child is to attend the exclusion unit.

In instances where there are serious breaches of the school's behaviour policy the Governing Body may consider permanently excluding a child.

Positive Handling

During instances of extreme behaviour, wherein children are posing a serious threat to themselves, others, staff or equipment, positive handling may be used. A list of staff trained to carry out this approach and details of the techniques can be found in the Care and Control policy.

Restorative Justice

The school has worked with the Behaviour Improvement Team to introduce 'Restorative Justice'. This is a non-judgemental process that aims to give children involved in conflict a chance to resolve issues in a supported and helpful manner. It allows children an opportunity to share their views and be listened to, hear the views of others and make things right. It enables those involved the opportunity to repair any harm that has been done to people and relationships. Most importantly, RJ focuses on solutions, so that the people involved can learn a better way for next time. With this in mind, class teachers may contact the appropriate RJ leader in school for advice as to whether RJ would be suitable in resolving an issue which may lead to further behaviour concerns if not brought to a conclusion.

Rewards

Children who make good behaviour choices will be rewarded in the following ways: -

- Praise
- Class stamps
- Stickers
- Sent to the Head Teacher for praise
- Praise notes sent home
- House points – the house with the most points at the end of each half term will receive an extra playtime/ At the end of the year the best house receives a trophy. House points can be awarded to any child by any member of staff for corporate achievements. (Range 1-10 House Points)

- Class dojos – each class will set up their own class dojo page. Only class adults can award the class Dojos. The range is 1-10. Dojos may be taken from children in rare circumstances. A Class Dojo Champion (the person from each class with highest weekly Dojo tally) will be recognised in assembly each week and awarded a sticker.
- At lunchtimes, classes will work as a team to be awarded Class Dojo points by midday supervisors. The winning class will be recognised each week.
- Head Teacher Awards-one child per class will be nominated by their class teacher each week for the Head Teacher’s award. Children receiving the Head Teacher’s award will be presented with a certificate in the Weekly Celebration Assembly.
- Golden Book – teachers may record children’s achievements in the Golden Book for recognition during the weekly Celebration Assembly.
- Pupil’s who show the Head Teacher good work or have an ‘out of school achievement’ will also have their names recorded in the Golden Book
- Lunchtime awards – one child per class will be nominated by the Midday Supervisors each week for the Lunchtime Award. Children receiving the Lunchtime Award will be presented with a sticker in the Weekly Celebration Assembly.
- Class Rewards – children can work as a class to achieve extra playtimes.
- Other rewards may be given at the discretion of the class teacher.

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