

Churchstanton Primary School Behaviour Policy



Approved by the Board of Governors of Churchstanton Primary School:

Chair of Governors: Jon Wood

Date: September 2019

Proposed review date: September 2020

Aims:

At Churchstanton Primary School we aim to:

- provide a clear and consistent approach to behaviour management supporting the children to develop and learn
- provide activities to promote positive behaviour
- build children's self esteem
- develop children's skills in taking responsibility and respecting the school environment, resources and other people's property
- create a positive and stimulating learning environment appropriate for every child
- provide an environment where children can safely grow and learn

Our Golden Rules:

These objectives for behaviour are derived from the aims listed above.

Rules for the school have been decided upon by the process of sharing, discussing and negotiation. Circle-Time sessions provide the ideal opportunity to encourage the personal development of children. Therefore, as and when the need arises, Circle-Time is used in class to clarify issues such as our 'Golden Rules' that children need to be aware of.

These rules reflect the aims of the school. These rules are displayed in each classroom and are discussed and reviewed each school year. They are a teaching tool, which needs to be constantly reinforced and highlighted.

Staff expect children to follow reasonable requests and to:

- ❖ Do what they are asked to do the first time
- ❖ Be gentle
- ❖ Be kind and helpful
- ❖ Be honest
- ❖ Look after property
- ❖ Listen to others
- ❖ Respect others

Promoting good behaviour

We encourage good behaviour by:

- Non-verbal signals
- Positive comments and praise
- Positive comments in books
- Giving children responsibility
- Sharing positive aspects with others
- Class Dojos/House points and House cup
- Head Teacher's Certificates
- Sharing Assembly
- Acknowledging personal achievements
- Stickers
- Class buddy system
- Circle Time and PSHE curriculum
- Informing parents

- Governors' Trophy – termly
- End of Year Awards
- Golden Rules book
- WOW board
- Take Pride Board – fortnightly (outside Hedgehogs & Squirrels)
- Reading Rainbow Awards
- Turner Tuckshop

Learning Behaviours

To encourage children to recognise the traits of a good learner and to be actively engaged in the learning process, we have developed the seven Churchstanton Super Learning Heroes. These are:

- **Captain Concentration**
- **Inspector Curiosity**
- **Mega Motivator**
- **Professor Perseverance**
- **Thinkatron**
- **Dr Collaborator**
- **Ranger Resilience**

Dojos are used to reinforce and celebrate these learning behaviours.

The ratio for rewards/sanctions should be about 5:1

House Points

Children (and staff) are placed into four houses: Blackdowns, Mendips, Brendons and Quantocks. Class Dojos/House points can be awarded by any member of staff and for a variety of reasons. Dojos are collected online on a weekly basis and announced in Sharing Assembly every fortnight.

Individual children in KS2 are presented with certificates to acknowledge every 25, 50 and every following multiple of 50 Class Dojos/house points and the winning house is mentioned in the weekly Catch up.

In KS1 children earn a Dojo representing their house. They work collectively and the total for the week for each house is recorded on Class Dojo.

Golden Rules Book

Children's names can be entered in class Golden Rule Books by anyone who notices a child or children demonstrating our Golden Rules. These children are recognised in our Sharing Assembly when their names are read out and their actions celebrated.

Head Teacher's Award

Each week one child from each class is nominated by their class teacher to receive the Head Teacher's Award and will be celebrated in the weekly Catch up. This award might be for good or improved work or reflect a positive attitude to learning.

Sharing Assembly

In addition to the above awards, we also share other achievements from both within and outside of school such as sports, swimming and times table challenge awards.

Sanctions

If a child breaks any of the Golden Rules there will be a sanction. It is our belief that sanctions, consistently and firmly applied, will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child. As with the incentives, there will be different levels depending on the behaviour.

Praise - Praise those children sitting nearby showing appropriate behaviour in class.

- 1. Friendly warning** - A quiet word at the beginning of break or lunch time to remind of The Golden Rules and how to behave appropriately.
- 2. Firm warning** - A reminder of the Golden Rules.
Record the child's initials on the board (this may vary in each class) to avoid further interruption to teaching and learning and make sanction clear:
- 3. Concern Point** - Behaviour recorded in the Behaviour Log and sanction given; loss of some free time eg minutes off break time when they will complete a reflection sheet to consider their actions and the consequences of the unwanted behaviour. Children unable to write will complete this with an adult acting as a scribe.

The reflection sheet will be stored in a class folder (Behaviour Log) in order to monitor behaviour and see if there are patterns that can be addressed. Once 5 concern points are given, the class teacher should speak with the parents about the unwanted behaviour and look for ways to support the child in improving their behaviour. The Headteacher should be informed of the meeting.

If a child is asked to stay in at playtime or move from their seat to another, they will be given a clear explanation of the behaviour required to enable them to improve. The period of time will be dependent on the age of the child. If a child has to be removed from the classroom, the class teacher must ensure that they are still supervised appropriately.

Once a child has successfully completed their sanction, this should be acknowledged.

4. Referral to Head Teacher / Deputy Head

If a child continues to refuse to comply following the above sanctions then they will be referred to one of the above. Once a child is referred, the member of staff will decide an appropriate sanction from the possible list below:

- ◆ child to work in another room or with the Head Teacher
- ◆ further loss of free time
- ◆ loss of privilege
- ◆ written/verbal apology as appropriate

In all these possible strategies once the child has successfully completed their sanction this should be acknowledged.

For certain extreme behaviours a child will by-pass all the early sanctions and go straight to the Head or Deputy Head:

- ◆ fighting
- ◆ bullying behaviour including racism
- ◆ bad language (heard by an adult)
- ◆ persistently refusing to follow instructions
- ◆ damaging school or others' property

It is felt that due to the seriousness of these behaviours the parents will be contacted at this stage. It will also be recorded in the central behaviour log and on SIMS.

Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- ◆ the child is not responding to the strategies over a **sustained period** (evidence will be seen in the Behaviour Log) and the safety and learning of others is being seriously hindered.
- ◆ an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Exceptions

It is important to recognise that some children have additional needs that prevent them from responding appropriately to incentives and sanctions. In these cases, it is important to identify small achievable targets so that they can experience success. It may be necessary, in these cases, to work in conjunction with parents and the school's SEND Coordinator to form an individual education plan based on that child's individual need. All staff will be informed of the needs of the child and will work together.

Physical Restraint

For the safety of the child or those children and staff around them, it might be necessary to use physical restraint

Monitoring, Review and Evaluation

The policy will need to be monitored to check effectiveness.

The areas targeted for review will be:

- The aims - are they still valid?
- Rules - are they still pertinent and being applied consistently?
- Rewards/sanctions - are they appropriate and do they act as incentives/disincentives?