



## **BEHAVIOUR MANAGEMENT POLICY**

**The ethos of our school is embedded in our key Christian values**

**Honesty**

**Forgiveness**

**Love for all**

**Celebration**

**Fairness**

**Being Thankful**

**This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment. We acknowledge that any discipline of a nature which causes distress to a child may require consideration under Child Protection procedures.**

*Policy approved: by **Policy Committee** June 2016      Review Date: 2019*

## **Embedding Pupil Safeguarding Awareness in the Curriculum**

All teachers incorporate elements of safeguarding into their lessons where appropriate.

This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers.

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

## **British Values**

At Christ Church C E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the spirit as guidelines for behaviour choices.

## **Our School Rules**

We have four school rules that everyone in schools should follow.

### **1. Care and respect for each other:**

- Treat everyone with courtesy and respect, no shouting or name calling.
- Recognise that each member of the community has their own part to play
- Resolve all problems by negotiation.

### **2. Be safe:**

- Move around the building in an quiet orderly way
- Be punctual. Arrive at school on time, but do not enter the building unless asked to do so by a member of staff
- Ask permission before leaving work areas during lessons or playground areas during breaks.
- Do not wear jewellery in school. If you have pierced ears wear only a small stud which must be covered during P.E lessons, for safety. Remove watches for P.E lessons.

### **3. Take care of property:**

- Leave all toys at home
- Do not borrow other people's property without permission from the child or the teacher
- Do not bring unnecessary money to school
- Any school property lost or damaged must be replaced

### **4. Be proud of yourself, your class and your school**

- Wear appropriate uniform, including P.E kit
- Remember that you are an ambassador for the school on outings, school journeys and Borough events
- Play your part in keeping the school clean and tidy

## **Rewards and Sanctions Overview**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour management policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

### **Rewards**

Class teachers have the freedom to reward their class and individuals in a number of different ways; verbal praise, stamps, stickers, notes home etc. As well as these rewards each pupil is assigned a house team when they begin at Christ Church. House points are awarded for adhering to the School Values by showing the Fruits of the Spirit and for attitude

to learning. In key stage one; golden time minutes are collected to allow for special choosing time on a Friday afternoon.

## **Sanctions**

At the beginning of each academic year the class teacher will work with the class to define some of their own rules that each class member must abide by, in addition to our generic school rules. If either school or class rules are broken the individual will be reminded of the rule and the expectation that they will choose different behaviour. Adults will make it clear that they are dealing with the behaviour, rather than stigmatising the child. If a school or class rule is broken or a school value is not adhered to the following sanctions are put in place:

### **EYFS/KS1 (Reception, Year 1 and 2)**

In EYFS, KS1 and 2 visuals are used when addressing aspects of behaviour, each child starts the day on a sunshine and moves to the rainbow for exceptional behaviour. If a child makes the wrong choice their name is moved to a grey cloud. Continued problematic behaviour their name is moved to a darker cloud resulting in the child missing some of their playtime.

### **KS2**

- name will be written on the whiteboard
- continued unwanted behaviour name is ticked
- continued unwanted behaviour time outside of the classroom
- continued unwanted behaviour child is sent to another class to continue their learning and misses some play time.
- continued unwanted behaviour the key stage leader is consulted and parents are informed.
- Persistent low level unacceptable behaviour will be discussed with parents and the children is put on report in consultation with a member of the senior leadership
- If the child behaves in such a way that they are bullying another child or a comment is racially motivated both parents and head teacher (deputy head teacher in the head teacher's absence) will be informed immediately.
- A record of the conversation will be made as above and in the case of a racial incident the racial incident form will be completed by the deputy head.
- If there is a single severe incident then it will be dealt with as for bullying or racist incident.
- Children may be put on report where their behaviour is monitored daily.

Sanctions will never be humiliating or degrading and will be issued in a calm and controlled manner.

School staff will take into consideration whether continuing disruptive behaviour might be the result of unmet educational or other needs. Similarly if the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer significant harm staff will follow the child protection policy. In these circumstances consideration will be given as to whether a multi-agency assessment is necessary.

### **Other sanctions**

At Christ Church Primary School the following sanctions are likely to be used only rarely but it must be noted that the law allows the following:

- Confiscation of inappropriate items which are returned at the teacher's discretion.
- The power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order in the classroom.

### **Behaviour outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

Should a pupil misbehave when

- taking part in a school organised or school related activity or
- travelling to and from school or
- wearing Christ Church Primary School uniform or
- in some other way is identifiable as a pupil at the school or

in a way that

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

then school staff will sanction the pupil if such behaviour has been witnessed by them or reported to them.

In the first instance the incident will be reported to the Head teacher who will make a decision as to whether or not further action should be taken. The incident will be investigated in the same manner as other serious incidents of misbehaviour such as racist incidents and bullying.

### **Lunch time rewards and Sanctions.**

Unlike class based rewards and sanctions the lunchtime rewards and sanctions apply across all year groups.

If the School Rules or Values are not adhered to during lunchtimes a staff member will complete a pink slip informing the class teacher of what has happened, these are then given to the Deputy Head so that behaviour and safety can be closely monitored and conclusions drawn over the overall impact of sanctions by age, ethnicity, gender, special educational need and disability.

### **School Visits and Out of School Activities**

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parents and on occasions may request them to accompany their child on a visit.

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### **SEN, disability and the circumstances of other vulnerable pupils**

At Christ Church Primary we will:

- Make reasonable adjustments in the application of this policy to disabled and vulnerable pupils
- Make special educational provision such as one to one support through a specific behaviour plan for pupils whose behaviour-related learning difficulties call for it to be made
- Be aware of the potentially disproportionate impact of the behaviour management guidelines on vulnerable pupils.
- Identify at risk pupils and plan how the guidelines will be applied to each of these pupils
- Ensure that all those in contact with the pupil know what has been agreed
- Make sure that every vulnerable pupil has a key person in school who knows them well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the behaviour management guidelines.

### **Preventing Exclusion**

Where a school has concerns about a pupil's behaviour, it should attempt to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In these circumstances Pastoral Support Plans (PSP) are designed to help pupils better manage their behaviour.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disabilities that a pupil may have. The use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour should also be considered. The Common Assessment Framework (CAF) is a tool for the identification and assessment of children and young people considered to be in need of additional support.

### **Exclusions**

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a student will be taken in the following circumstances:-

- In response to a serious breach of the School's Behaviour Policy;
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

The school has a clear Exclusion Policy which follows Kingston's Exclusion Guidelines.

Please refer to the Exclusion Policy for further details.

This policy should be read in conjunction with the Safeguarding/Child Protection Policy.

June 2016