



## Behaviour and Discipline Policy

POLICY TYPE	STATUTORY
OWNER	P&S
APPROVING COMMITTEE	P&S
REVIEW EVERY	3 YEARS
APPROVED BY	
POSITION	
DATE	23 <sup>rd</sup> February 2017

# St Christopher's CE Primary School

## Vision Statement

*A school where:*

- *The uniqueness of individuals is respected and valued.*
- *The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.*
- *Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.*
- *All achievements are recognised and children learn to value their own successes.*

*All within the loving support of our Lord Jesus Christ*

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

### **Governing Body - Behaviour Principles Statement**

St Christopher's aims to create an environment in which pupils feel safe and happy, protected when he/she is feeling vulnerable and confident to express any concerns to staff knowing they will be listened to and the response will be prompt and sensitive. Good behaviour is essential to success in school. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self-esteem of all pupils is enhanced by praise and celebration. Good behaviour needs to be taught, modelled and praised. Poor or unacceptable behaviour needs to be sanctioned.

St Christopher's will:

- create the environment that encourages and reinforces good behaviour.
- create a positive climate with realistic expectations.
- define acceptable standards of behaviour.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.
- encourage consistency of response to both positive and negative behaviour.

- promote self-esteem, self-discipline and positive relationships.
- ensure that the school's expectations and strategies are widely known and understood.
- teach pupils what unacceptable behaviour is and make them aware of the consequences of breaking the rules.
- encourage home and school to work in partnership to foster good behaviour

#### Acceptable Behaviour

Pupils are encouraged to:

- try hard to do their best.
- be kind and speak politely to everyone in the school community.
- respect other people, their possessions and school property.
- be helpful.
- ask for help or tell an adult if they are unhappy.
- accept responsibility for the things they do.

#### Unacceptable Behaviour

- lack of respect.
- violence.
- threatening behaviour either verbally or physically - including bullying.
- deliberate disobedience.
- discrimination.
- deliberate vandalism of school property.

#### Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

#### Praise

Emphasis is on praise to reinforce good behaviour, rather than on failures. Praise has a motivational role, helping pupils to see that good behaviour is valued.

### Consequences

Although praise is central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of consequences should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided wherever possible.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

### **Aims**

The school will strive to implement consistent behaviour management procedures in line with the Governing Body's - Behaviour Principles Statement. The school's aims are:

To develop self-discipline and self-respect in children.

To develop an understanding and acceptance of honesty, fairness and politeness.

To develop a culture of forgiveness and recognise that we can all learn through our mistakes.

To develop and maintain an environment in which all children and adults are treated with dignity, respect and courtesy.

### **Expectations**

Everyone in the school family can expect:

- to be recognised as a valuable member of the school community
- to be recognised as an equal member of a diverse society
- to have an input into the rules of the classroom and the school
- to apologise to anyone they have offended
- consistency from all the adults in the school
- recognition of good behaviour
- to be treated with respect by adults and children alike
- to be given strategies to cope with conflict
- to be listened to when they have a problem

## Behaviour Management procedures

The behaviour of everyone in our school is a shared responsibility. Each class has an agreed code of conduct (rules) displayed, the agreed consequences and a reward system. This code of conduct applies in class time, play time, lunch time, before and after school including school clubs.

Expectations of behaviour are taught through PSHE, Circle times, Collective Worship (themed on the school's values).

Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice eg: 'you can either continue to ... or you can choose to ... then I will have to ask you to ... If you stop and make the right choice, then we can ...'

Peer mediation is in place at playtimes to help prevent or resolve incidents.

Children with behavioural difficulties have access to one-to-one mentoring with a trusted adult. Advice is taken from specialists on specific conditions. Children with behavioural difficulties may have an Individual Behavioural Plan. Parents are invited to attend all review meetings regarding behaviour and home targets are put in place on the Individual Behaviour Plan.

There is an established School Council with a suggestion box outside the school office where any child can raise concerns about behaviour and how it is managed.

### Consequences

1. **Warning**
2. **Time out in class to think about choices**
3. **Time out in a partner class**
4. **Discussion with Headteacher**
5. **Reflection Sheet**
6. **Letter/phone call to parents/guardians**
7. **Discussion with parents**

Low level attention seeking behaviour should be ignored until it disrupts the learning of others. At this point the consequences should be put in place quickly and with as little attention to the individual as possible.

Refusal to accept any of the consequences triggers the next stage in the sequence. However, some children may be given some 'take-up time' which means a specified amount of time in which to make their choice.

Teachers keep a record of the children who have reached stage 2 or higher so that the leadership team can monitor behaviour patterns and act proactively in supporting children to improve their behaviour.

Some behaviours of a serious nature can cause the initial stages of consequences list to be skipped. Any behaviour which is considered bullying or verbal abuse to children or adults will be brought to the attention of the Headteacher or Senior Staff.

All reflection sheets need to be agreed by the adult involved in the incident.

Extreme behaviours can lead to suspension or permanent exclusion.

### Rewards

All adults should use descriptive, qualitative praise and positive attitudes eg: pointing out good work or behaviour, written comments in books, showing and sharing good work or attitude, special mention to parents.

Individual classes agree on their own reward systems.