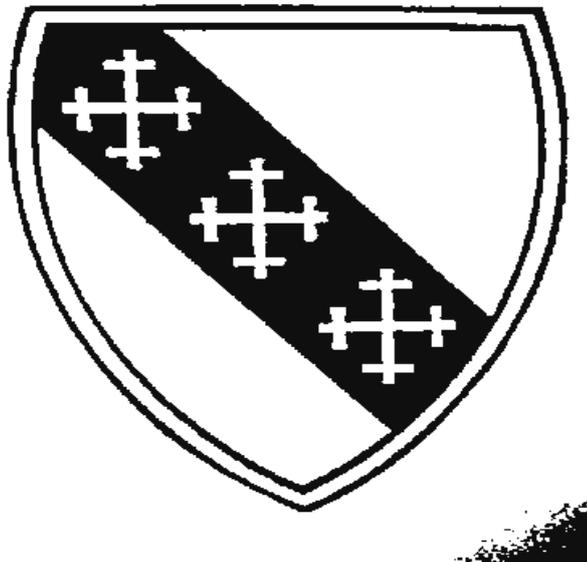


Christ Church Charnock Richard Church of England Primary School



Behaviour Management Policy & Practice

"The behaviour of pupils is outstanding. Pupils' conduct around the school is of a very high standard, they are very polite and well mannered. Staff and pupils know each other well and are friendly, supportive and caring. As a result school is a calm orderly and purposeful place to learn."

Ofsted March 2016

Reviewed and amended

September 2017

Christ Church Charnock Richard Church of England Primary School prides itself on pupil's exceptional behaviour and attitudes to learning.

Through the Behaviour Management Policy the school will promote our mission;

'Learning and growing within a Christian community'

The school team work together to prepare children for their future by helping them achieve their full potential in the school, as part of the Christian family and as members of the wider community

We work successfully to:

- ❖ create an environment that is stimulating, welcoming and purposeful for all members of the school community
- ❖ promote a Christian ethos
- ❖ enhance children's quality of learning through the delivery of a broad, balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential
- ❖ provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils
- ❖ encourage children to be tolerant, caring and respectful toward others, their community and the world around them
- ❖ value and celebrate the contribution stakeholders make to further improving standards in all areas of school life.
- ❖ promote, encourage and sustain the physical, emotional and spiritual health and well-being of all members of the school community.

Introduction

At Christ Church Charnock Richard Primary School it is a prime aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust, respect, love and care for all. The school's Behaviour Management Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Fundamental to a Christian community is accepting each individual as a child of God. This entails acceptance that:

- All individuals are unique and of equal value, whatever their abilities, background, physique and experiences
- There is potential for good in everyone
- No-one is beyond forgiveness

It is expected that every member of the school community behaves in a considerate way towards others. We treat all children fairly and apply this behaviour management policy in a consistent way. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy, therefore, is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Aims

To encourage a calm, purposeful and happy atmosphere/ethos within the school.

To foster Christian values & attitudes towards everyone, where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement.

To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Code of Conduct

The code of conduct outlines what is expected of all children and all members of the school community. All members of our community expect all pupils to behave well. Routine behaviours are not rewarded but expected. Pupils are praised for promoting our core values and for their positive attitudes to learning.

All members of the school community

- Have high expectations of self and others
- Work collaboratively across the school through whole school events, play leaders buddying
- Be polite and well mannered
- Show respect to each other and to all adults in school
- Respect their own, other peoples and school property
- Work responsibly in class without distracting others
- Show courtesy and consideration at all times

Aspects of this code of conduct are evident in all classrooms in the form of class rules which focus on these areas at an appropriate level for the age of the pupils.

On occasions a pupil may need additional support from others to meet their particular need. Teachers, parents and the SENCO will meet to produce an IBP. Intervention strategies will be put into place and additional outside help will be sought when necessary.

We encourage good behaviour by praising and rewarding children for behaving well:

- All staff praise and congratulate children.
- Each week, we nominate children from each class to receive Pupil Of the Week (POW) and Work of the Week (WOW) certificates in our special celebration assembly.
- All staff award children team points, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Letting children show their good work to another teacher and/or the Head-teacher.
- We acknowledge the efforts and achievements of children in their out of school sports and activities through 'Proud Wall' display board in the hall.
- Certificates and awards at the end of the academic year.
- Additional responsibilities given to Y6 children.
- Awarding of 'Golden Time' at the end of the week.
- School Council responsibilities.
- The wearing of different colour jumpers in Y6, identifying them as having additional responsibilities in terms of setting a good example in every aspect of school life.

The school employs a number of consequences to enforce school and class rules, and to ensure a safe and positive learning environment. When children break the rules they need to know that there are consequences to their behaviour. These consequences are the same in each classroom:

Agreed School Protocol for dealing with misbehaviours:

1. Verbal reminder of expectations, (description reality):

First verbal or non-verbal acknowledgement of unacceptable behaviour - in a lot of case, this gentle request to cease should suffice

Second verbal acknowledgement of unacceptable behaviour stating:

- that this is the second request for compliance
- an explanation of why the observed behaviour is unacceptable
- consequence now imposed

(In Foundation Stage and Key Stage 1 this 2-step approach may be represented by a smiley face system, green, orange, red)

2. Move name on behaviour monitoring chart to Amber
3. Move name on behavior monitoring chart to Red (loss of golden time)
4. Record in class log if appropriate.
5. Informal contact with parents by class teacher
6. Involvement of Senior Teachers.
7. Entry in individual record (Head-teacher's room)
8. Formal contact with parents
9. Work with parents teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).
10. Exclusion - fixed period or permanent (see Exclusion procedures)

Severe Clause

Certain situations may arise which will bypass the system and be referred directly to the Headteacher or the Deputy Headteacher. In the absence of both the problem will be referred to the teacher in charge. Behaviours which warrant the use of the severe clause include:

- Behaviour which puts others at risk
- Verbal or physical abuse towards staff
- Social/anti-social behaviour that causes concern e.g bullying
- Running out of the classroom or school premises
- Racist incidents
- Graffiti or wilful damage of school property or the property of others

Exclusions: Internal, fixed and permanent

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore

- adopts the standard national list of reasons for exclusion
- follows the standard guidance from the Local Authority

Only the Head-teacher (or the acting Head-teacher) has the power to exclude a child from school. The Head-teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head-teacher may exclude a child permanently. It is also possible for the Head-teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head-teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head-teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head-teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-period exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head-teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head-teacher must comply with this ruling.

Internal exclusion - on occasions it may be necessary, for behaviour management purposes, to remove a child from the classroom if it is felt this is in the best interests of all concerned. This will happen if the child is engaging in behaviour prejudicial to maintaining good order and discipline.

The internal exclusion may last for any length of time from a few minutes to one session and even up to a day (depending on the circumstances). Parents will be notified on the same day and Class Teachers will need to discuss concerns and ways forward with the child's parents/carers.

Use of Reasonable force

Reasonable force covers the broad range of actions used by teachers involving some degree of physical contact with pupils. Force may be used to control or restrain: i.e. preventing a pupil from hurting themselves or others, from damaging property or causing disorder. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. School staff will always try to avoid acting in a way that may cause injury. All members of the school staff have a legal power to use reasonable force.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally

We are proactive in dealing with bullying and have strategies to develop discussion about differences in lessons and worship. We are excellent at creating an ethos of excellent behavior where pupils treat one another and the school staff with respect. The school takes all forms of genuine bullying seriously and is firm and fair in its response. All reports of bullying are logged and investigated. (refer to Anti-Bullying policy)

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and at playtime.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head-teacher, deputy Head-teacher or KS1 Leader.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head-teacher

It is the responsibility of the Head-teacher, under the School Standards and Framework Act 1998, to implement the school behaviour management policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head-teacher to ensure the health, safety and welfare of all children in the school.

The Head-teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head-teacher keeps records of all reported serious incidents of misbehaviour.

The Head-teacher has the responsibility for giving fixed-period exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head-teacher may permanently exclude a child.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules and Home/School Agreement in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head-teacher. If concerns still remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behavior (through the HT and staff) and of reviewing their effectiveness. The governors support the Head-teacher in adhering to these guidelines.

The Head-teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be invited to give advice to the Head-teacher about particular disciplinary issues. The Head-teacher should take this into account when making decisions about matters of behaviour.

Monitoring and review

The Head-teacher and SLT monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head-teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head-teacher keeps a record of any child who is excluded for a fixed-period, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following school policies:
Equal Opportunities, Race Equality, Disability Discrimination, Education of Looked After Children, Child Protection, Special Educational Needs, Anti-Bullying, Care & Control, Community Cohesion, Confidentiality and Inclusion

September 2017

Appendices

Supporting Guidance

Pupils generally don't misbehave if they are on-task and they tend to be engaged on task if:

1. The classroom and school environment is conducive to learning :

- a) Resources are easily accessible.
- b) The furniture is arranged most effectively.
- c) Room temperature is acceptable and can be controlled.
- d) The room is well ventilated.
- e) Room lighting is appropriate.
- f) There is no glare from windows and lighting.
- g) Materials are labeled and accessible.
- h) There is appropriate storage facilities for pupil belongings.
- i) Movement around the room is easy.
- j) Room organization reflects curriculum need.
- k) The furniture is suitable and in good repair.
- l) Whiteboard can be easily seen.
- m) The area looks like a good working environment.
- n) Rules and expectations are clearly displayed.
- o) Entrance and exit to the room is orderly and follows a routine.

2. There is effective classroom management by the class teacher.

- a) Teacher arrives at the room before the pupils.
- b) Teachers voice is appropriate and clear.
- c) Teacher instructions are clear and understood.
- d) Good behaviour is recognized and acknowledged.
- e) Positive comments are made about behaviour.
- f) Teacher provides good role model for appropriate behaviour.
- g) Curriculum delivery is differentiated.
- h) Teacher responds in low key ways in response to negative behaviour.
- i) Teacher provides early warnings of activity change.
- j) Teacher gains attention appropriately.
- k) Peer support is used appropriately.
- l) Timetable is arranged to best effect.
- m) Adult support is used where appropriate.
- n) Lessons and materials are well prepared.

Agreed School Protocol for dealing with misbehaviours:

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(In Foundation Stage and Key Stage 1 this 2-step approach may be represented by a smiley face system, green, orange, red)

11. Move name on behaviour monitoring chart to Amber
12. Move name on behavior monitoring chart to Red (loss of golden time)
13. Record in class log if appropriate.
14. Informal contact with parents by class teacher
15. Involvement of Senior Teachers.
16. Entry in individual record (Head-teacher's room)
17. Formal contact with parents
18. Work with parents teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).
19. Exclusion - fixed period or permanent (see Exclusion procedures)

How children can resolve their own difficulties

In certain circumstances, children should be encouraged to take responsibility for solving their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

The following strategy is explored through circle time, , assemblies, PSHE lessons and role play.

Suggested Strategy for resolving conflict

- Each person involved speaks without being interrupted
- Others listen without interrupting
- They are encouraged to maintain eye - contact

Each child has a turn to say:

What the other(s) has/have done to upset them

How they feel about it

How they would like them to behave in future.

No-one is allowed to interrupt or argue and they go on taking turns until everyone has finished. The adult is there to act as a referee, not as part of the discussion. He/she makes sure that the turns are taken and children listen to each other. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgment and take appropriate action.



Christ Church Charnock Richard C.E. Primary School
Agreed School Consequences

- Lose Golden Time minutes (in 5 minute increments)
- Move closer to an adult or work away from the class
- Verbal reprimand by Headteacher, Deputy Head, Key Stage Lead
- Child not permitted to continue the lesson
- Unfinished or unsatisfactory lesson work completed at break-time and/or taken home to complete.
- Repair or replacement of deliberate damage
- Walking around with an adult at break times
- Restriction on where to play on the playground
- Reminder of expectations given over part of break time (up to 5 minutes)

We will not:

- Send pupils to stand outside a classroom or to another member of staff, on their own
- Remove team points
- Routinely write children's names on the classroom board (except for discreet initials)

We expect these consequences to be consistently applied by all members of staff throughout school.

