



## BEHAVIOUR POLICY

### Vision

That, by following the example of Jesus and imitating his actions as described in the Gospels, the school community will show respect, care and compassion for each other and foster a climate of being 'happy working hard'.

### Rationale

School is a place where children should be given the opportunity to discover their true potential within a positive, secure and supportive atmosphere, which will enhance their own self-esteem and ensure respect for the rights of others to thrive.

### Aims

- To embrace the teachings of the Gospels to 'love one another' through courtesy, care, consideration and respect for each other and themselves.
- To enable children, teachers and other staff to feel they are known and valued members of the community.
- To provide a safe environment where all pupils and staff feel secure, free from threatening language and behaviour.
- To foster a 'telling culture' where concerns are quickly shared with each other and members of staff, in order to prevent bullying of any kind from occurring. (see Anti-bullying Policy)
- To foster a respect for the rights and entitlements of others, for property and their environment.
- To raise pupils self esteem through promoting positive attitudes about themselves and their capabilities.
- To develop the self-discipline which enables the pupils to determine and then follow the best course of action.
- To maximise the quality of learning through effective discipline.
- To ensure that staff and pupils seek opportunities to be supportive in their relationships with each other and to always look for the positive things to do and say and do.

### Guidelines

- The school's rules of conduct and Good Behaviour Plan will provide the structure of the school's procedures for discipline on a daily basis. (see attached)
- Class codes of conduct that may be in the form of a 'Full Value Contract' will be negotiated between the class teacher and the pupils at the start of the year and reviewed regularly.
- At every opportunity and across the curriculum, children will be encouraged to show consideration and respect for each other and all members of the school community.
- Children will be encouraged to 'do unto other what they would wish others to do to them'; greet and be greeted, speak and be spoken to, smile and relate to each other and communicate politely with all.



- Children will be asked to appreciate that school is a place of learning and that everyone is entitled to have the opportunity to succeed in a safe, enjoyable environment.
- Teachers will use every opportunity to teach children to have respect for their own and other people's property.
- Children will be encouraged to take a pride in their environment, keeping it free from damage and litter.
- Teachers will discuss problems in a quiet but determined manner with their children with the emphasis on having 'let themselves down'. They will be encouraged to recognise their misdemeanour and agree actions to put the matter right and for reconciliation where necessary.
- All members of the school community need to recognise the importance for self-discipline.
- Staff will maintain a consistent approach towards behaviour through the use of the Good Behaviour Plan.
- The Head teacher and the staff will strive to develop a positive working partnership with parents to support discipline, with effective communication should problems with behaviour or bullying arise.
- Initial responsibility and concerns about ongoing poor behaviour will be shared by the teacher with the parents at the classroom door or by telephone. The Head teacher will be kept informed.
- Significant and/or ongoing behaviour incidents will be recorded by staff in a class log and shared when needed.
- Should difficulties persist the Head teacher will become involved. Teachers also have immediate access to the Head should the need arise.
- Should poor behaviour continue parents will be invited to become involved and improvement strategies discussed.
- A Behaviour Plan will be agreed and compiled with the pupil and parents if necessary.
- Where necessary, appropriate and in consultation with parents, the Local Authority formal procedures will be implemented.
- Monitoring will be the responsibility of all the adults involved, collated by the Head and reported annually to the Governing Body.

## Conclusion

The whole ethos of the school is built around strong relationships with all parties involved in the children's education. Positive attitudes will thrive and opportunities will always be given for the children to behave in a way that carers expect of them. Christian ethics will be at the centre of all that we do, based on our belief in a caring, loving, forgiving God.



## Appendix 1

### Good Behaviour Plan

#### Class Codes of Conduct will be based on the following principles:

1. Children will follow instructions the first time
2. Children will raise their hand to ask or answer questions
3. Children will always talk in a quiet voice and will not answer back
4. Children will not use inappropriate or offensive language
5. Children will always be kind to others
6. Children will always ask, never just take
7. Children will take care of their own, other's and the school's property

### Rewards

1. A warm look or appropriate body language from teacher to pupil
2. Verbal praise giving a reason – using the word “because”
3. Age appropriate in class reward system – stickers, team points, certificates
4. A house point system in classes 2 to 6 with house captains, achievement, progress and good behaviour
5. Team points collated and results announced at a weekly assembly – Cup awarded to the winning House for the week
6. Merit certificates for achievement, progress, effort, good behaviour and attitude prepared by class teachers, Head teacher and support staff and awarded in weekly assembly
7. When appropriate whole class awards leading to special class activities, ie extra play or golden time

### Sanctions

1. A disapproving look or appropriate body language from teacher to pupil
2. A verbal warning describing the misdemeanour and saying why the warning is being given
3. Teacher notes warning
4. Child isolated within the classroom, loss of play
5. Child has time out in another classroom, loss of play
6. Work set for loss of play should be done well and evaluated by the member of staff
7. Children who lose play should either remain in class in the company of the teacher or work outside the office where they can be monitored
8. Child sent to Head
9. Concerns raised with parents via the class teacher or Head as appropriate. Pupil monitored with agreed strategies



## Appendix 2

### Playground action by teachers

1. Teachers on duty will deal with playground misdemeanours when they occur.
2. Appropriate colleagues will be informed by the teacher on duty.
3. The class teacher will follow up and will contact the parents if necessary.
4. The Head teacher should be informed where appropriate.
5. The Head teacher will be informed immediately for serious misdemeanours.

### Playground action by Lunchtime Supervisors

1. Lunch Time Supervisors will deal with lunchtime behaviour.
2. Good behaviour will be rewarded with a sticker by the Lunch Time Supervisors.
3. Verbal praise at the end of lunchtime will be given to all children for a good playtime.
4. A verbal warning given to stop inappropriate action giving a reason.
5. Time out if the misdemeanour occurs again
6. Child sent into school for time out if actions persist.
7. Class teacher informed at the end of lunch break play.
8. The Head teacher should be informed immediately for serious misdemeanours.
9. In the absence of the Head teacher, the Deputy Head teacher will assume responsibility.