



Coatham Church of England School

BEHAVIOUR POLICY

Written by SMR
Reviewed July 2013
Reviewed July 2015
Next Review July 2016

Chair of Governors.....
Date.....

Head Teacher.....
Date.....

Any issues regarding e-safety and child protection arising from this policy should be considered with reference to the e-safety and Child Protection policies

COATHAM C. of E. PRIMARY SCHOOL

BEHAVIOUR POLICY

RATIONALE

We believe that all our children's behaviour will be more appropriate and acceptable where there is a clearly identified, known and consistently applied set of guidelines and where good behaviour in a variety of situations is identified and celebrated regularly.

PRINCIPLES

To ensure the Christian ethos is central to the life of the school. Where right and wrong and forgiveness are based on Christian values. We promote the Christian values of Trust and Forgiveness.

To promote the conditions in our school which enable the teachers to teach and children to learn.

To provide a safe and secure learning environment where everyone is valued respected and happy.

To establish a climate of mutual respect.

We believe that school is a preparation for life and work, and that appropriate behaviour, positive attitude, an ability to make the right choices, and achievement are an integral part of this preparation.

To rigorously monitor and evaluate systems relating to any form of bullying within the school.

To actively seek the support of parents and carers in the implementation of the behaviour policy.

To empower our children to make the right choices relating to their behaviour and the behaviour of others in a climate of care, support, forgiveness and compassion.

To promote positive behaviour and respect through the teaching of British Values in class and through whole-school Collective Worship.

It is also the aim of the policy to promote strategies of—

- Ensuring that children are able to remain mentally and emotionally healthy.
- Supporting parents in managing their children's behaviour.
- Ensuring that children are safe from maltreatment, neglect, violence and sexual exploitation through appropriate behaviour.
- Keeping children safe from accidental injury.
- Working with a variety of agencies to safeguard our children in accordance with current L.A. and government guidance.
- Ensuring children are ready for school, attend school regularly, arrive on time and are well behaved.
- Encouraging parents to support their children's behaviour and therefore learning.
- Parents support school to develop their children's good behaviour in a variety of situations.
- Children are supported in managing their own behaviour.
- Ensuring that children choose to engage in law abiding and positive behaviour.
- Families are supported in maximizing their economic well-being.
- Parents support their children in preparation for working life

Practice

At the beginning of **each term** the school rules will be reinforced in classrooms and school generally. A set of Class Rules are written with Teacher and Class together at the start of the academic year.

Behaviour in the wider community will be developed through citizenship within the curriculum and through the understanding of Christian values, particularly Trust and Forgiveness, and British values.

Our school operates a system of Rules, Rewards and Consequences. This system applies to all children and is implemented depending upon their age and stage of development. Each classroom operates a classroom behaviour plan that meets the needs of that whole class. However, there are school rules that have been agreed by all the children including rules for playtimes,

lunchtimes and on school visits that are explained and reinforced as and when appropriate.

Our Collective Worship, displays and RE curriculum actively encourage our children to follow the messages in the gospels about how to be good citizens.

Classroom rules

- Each class is taught at the beginning of the year what is expected of them regarding their behaviour.
- Parents share in the support of their children (home school agreement) to behaviour appropriately and make the right choices by signing the behaviour plan.

Our school rules are:-

We follow instructions
We do not bully
We take care of school property
We do not use rough play
We use inside voices
We walk round school
We take care of each other
We are polite at all times

These are also general school rules that are observable, and that apply throughout the entire day.

Rewards

We recognise good behaviour with verbal praise and rewards. Stars are our whole school rewards. These can be given in all areas of the school. Each class is encouraged to have their own celebration of good behaviour, using 'stars' as well as the celebration in the whole school assembly. Star of the week and term gives the children encouragement to behave well with the incentive of a presentation of a golden star. Each class teacher establishes their own bank of rewards for behaviour alongside the 'stars', that are suitable to the age and development of their children. Each class teacher is encouraged to use the rewards below at least once a term for every child.

- Stickers, stamps.
- Stars
- Special privileges

- Contact parents/carers, including Butterfly Cards
- Class reward

A house system supports and encourages pupils to try their best with their learning, to work together and support each other and also to making a positive contribution to school and the community.

Consequences

If children choose to break the school or classroom rules, there are a series of consequences that will occur in any one day to allow for 'right choices' to be made. These reminders are logged on a weekly tracking sheet that is collected by the Lead Behaviour member of staff. These tracking sheets are used to celebrate good behaviour in each class each half term and then at the end of each year (the most empty tracking sheets receives a reward).

The procedures outlined below need to be followed at all times to give the children opportunities to make the right choice and take ownership of their behaviour at any point in the stages. The system must be fair to all children. All children must move through the points in the same way. **If there is concern about the number of entries on the tracking sheet you must report to parents by phone or letter and/or let the Well Being Team know and PUT SOMETHING IN PLACE** e.g. behaviour agreement, reward chart etc.

(all this must be recorded). An HLTA monitors the tracking sheet and reports to the HT week and to the Well-Being Team on a half-termly basis.

In serious situations e.g. fighting, pushing, swearing, bullying the child will be sent straight to the HT or DHT from the classroom, field or playground.

The behaviour will be logged for future record in the central data base. **Once a log entry has been made there must be an outcome.**

There should be **no warning** for this kind of behaviour and parents must be notified.

All behaviour will be discussed at pupil progress meetings.

Where a member of staff is subject to any form of verbal or physical abuse including racist comments, the incident will be dealt with through established school procedures. The severity of the incident may warrant a period of isolation.

The consequences for such behaviour will be as follows;

1 In the classroom - exclusion from the classroom will be immediate for the equivalent of one day.

2 Incidents at break times or lunchtimes - exclusion will be immediate with the following playtime or 15 minutes taken from lunch break, unless the situation is more serious. (HT/DHT may need to be informed)

There is a staff rota to monitor pupils who are on short exclusions.

Parents are informed of every incident by the class teacher and logs are shared at pupil progress meetings. The LEAD Behaviour Professional monitors the behaviour logs alongside the DHT. CONCERNS TRIGGER PARENTS MEETING. (a pupil support programme would be a consequence)

Central logs are monitored by Key Stage Teams first (level 1) then by the 'Well Being Team' (a group of staff members meet at least every half term to discuss individual children and their needs))

It is important to give regular reminders of the school rules and to use circle time and assemblies to reinforce the messages from the bible relating to Christian values, especially Trust and Forgiveness, to give the children every opportunity to choose the right behaviour and gain a better understanding of our school ethos; children will be asked to apologise when they have admitted a mistake in their behaviour.

CLASSROOM CONSEQUENCES

<u>Stages</u>	<u>Consequences</u>
<i>Give regular reminders of the school rules</i>	
	Verbal warning (remind about the rule).
Point 1 on the tracking sheet	Repeat verbal warning and log on tracking sheet
Point 2	Repeat verbal warning and log
Point 3	Repeat warning and ask child to move into designated space for 5 mins time out in the classroom
Point 4	Leave the classroom and go to time out room for the rest of the session

Point 5	Visit to head teacher/deputy head Letter home/phone call home

If after time out in another room the behaviour has not improved the next session then the children moves to stage 5

Stage 5 Time out of the room

Reception - nursery

Year1 – reception

Year 2 – year1

Year3 - year 2

Year 4 – year 3

Year5 – year 4

Year 6 - year 5

Each day the child will start with a clear sheet.

Bullying (see anti bullying policy also)

We define bullying as being –

- deliberately hurtful behaviour (verbal or physical)
- repeated often over a period of time
- difficult for those being bullied to defend themselves.

Bullying takes three main forms –

- physical (hitting, kicking, taking belongings)
- verbal (name calling, insulting, racist remarks)
- indirect (spreading nasty stories about someone, excluding someone from social groups)

We tell the children that –

“A pupil is being bullied or picked on when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, sent nasty notes, when no-one ever talks to them, and things like that. These things can happen frequently and it is difficult for the pupil being bullied to defend himself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power and strength have an occasional fight or quarrel, this is not bullying.”

Bullying is not acceptable and will not be tolerated. It becomes an immediate stage 5 in our list of consequences. (see Anti-Bullying Policy)

Equal Opportunities

We take careful note of L.A and School Policy. Our school applies rules, rewards and consequences to all children irrespective of gender, culture or race.

THIS POLICY NEEDS TO BE READ IN CONJUNCTION WITH THE ANTI BULLYING POLICY



Coatham Church of England Primary School behaviour plan

RULES

- We follow instructions We use inside voices
- We do not bully other We take care of each other
- We are polite at all times We walk round school
- We take care of school property We do not use rough play

However, if our children choose to break a rule, the following steps will be taken.

<u>Stages</u>	<u>Consequences</u>
Everyone is reminded to give regular reminders of the school rules	
	Verbal warning (remind about the rule).
Step 1 on the tracking sheet	Repeat verbal warning and log on the tracking sheet
Step 2	Repeat verbal warning and log
Step 3	Repeat warning and ask child to move for 5 mins time out in the classroom
Step 4	Leave the classroom for the rest of the session
Step 5	Visit to head teacher Possible letter home

In serious situations in school or in the play grounds e.g. fighting, swearing, pushing etc. children will be sent straight. After 3 incidents parents/carers will be contacted. (see behaviour policy).

Please talk about this behaviour plan with your child, then sign and return the slip below. Don't hesitate to contact me if you have any questions about this plan or any other matters.

Thank you .

Class Teacher Head Teacher

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School BEHAVIOUR PLAN

I have read the plan and have discussed it with my child. (Please return this slip to your child's class teacher)

SIGNED PARENT OF
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