

Policy Document

Aughton Christ Church C of E Primary School

Behaviour Policy



Reviewed: January 2022

Next Review date: September 2022

Aughton Christ Church C. E. Primary School



BEHAVIOUR POLICY

The aim of our Behaviour Policy is that in fostering positive relationships between all members of Aughton Christ Church School. We seek to promote positive achievement and effective learning hence complying with Section 89 of the Education and Inspections Act 2006.

We believe that every individual is a unique and valuable creation made in the image of God. Each has a right, therefore, to be considered an equal, worthy of respect and esteem. It is the responsibility of all to treat others, as we ourselves would like to be treated.

CONDUCT: Consideration and Respect

- We should always show consideration for one another's needs.
- We should show respect for each other. Name calling and abusive language is unacceptable.
- We do not accept violent behaviour and bullying at any time.
- We should show respect for our own and other's property and that of our community.
- We will care for our environment by not causing damage and not creating litter.

COMMUNITY: Pride in our School

- We should consider the safety and well-being of others.
- We should walk round the school and not run.
- We should only eat in the proper places and always put litter in the bins.
- Adults on duty should be shown respect at all times.
- We should all – governors, parents, staff and students, work together in the best interests of Aughton Christ Church School.

Staff will:

Staff should have high expectations for the behaviour of children and should act as role models for desired behaviour around school. Staff should use and regularly update positive behaviour strategies for dealing with behaviour both in the classroom and around school.

All staff should...

- Treat all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements.
- Deal with problems calmly eg. by repeating desired behaviour, giving children choices about next steps, thanking children when you have asked them to do something that they were not doing.
- Remind children that they are representatives of the school when out of school on trips.
- Make children aware of appropriate behaviour in all situations eg. on trips, at school clubs etc.
- Refer to class / school rules frequently.
- Work closely with the Headteacher and Senior Management Team, as well as outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Ensure that children are given work appropriate to his / her ability so that children feel valued.
- Work in partnership with parents when dealing with any serious behavioural issue.

Parents and Carers will:

- Promote positive behaviour at home
- Support the school when reasonable sanctions to promote positive behaviour have been used
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy.

RESPONSIBILITY

We believe that children's behaviour can be improved by giving increased responsibility. There are a number of strategies used to give individuals or groups of children responsibility.

There are a number of opportunities used for giving children responsibility, some of which are chosen by staff and some of which are elected. These include:-

- Head Boy / Head girl / deputies
- School Council
- Y6 Structured Lunchtime Play Leaders
- Register and other monitors
- Library monitors
- WOW Group
- Sports Council
- School Buddies

BEHAVIOUR IN THE CLASSROOM

To provide a fair and consistent way to establish and maintain a safe and orderly positive classroom environment.

- We should make it as easy as possible for all pupils to learn and for teachers to teach in an enjoyable atmosphere.
- We should come to school punctually, prepared to learn, and equipped with the necessary resources.
- We should feel free to talk about any problems.
- We should listen when another is speaking.
- We accept homework as important. Homework should be completed and handed in on time.

Benefits

- Makes managing behaviour easier
- Protects children's rights by helping to ensure that the teacher deals with each child in a fair and consistent manner
- Ensures that there is a well thought out course of action for managing behaviour within the school.

School Rules

Must be observable and address behaviour that can be clearly seen:

- We do as we are told
- We keep hands, feet and objects to ourselves
- We speak to others as we would like to be spoken to
- We take turns to speak and listen
- We will be kind to each other

Positive Recognition

- Positive recognition will help children to follow the classroom rules
- Positive recognition is the sincere and meaningful attention given to a child for behaving according to expectations
- Positive recognition is a powerful motivator. Consistently used, it will help to
 - Encourage children to behave appropriately
 - Increase self esteem
 - Reduce problem behaviour
 - Create a positive climate
 - Help teach behaviour and establish positive relationships

Individual Positive Recognition

- In KS1 teachers will award stamps and in KS2 children will receive team points.
- When KS1 children receive ten stamps they will receive a special award sticker from Headteacher.
- Records will be kept of team points awarded and a cup will be presented to the best team at the end of the year.

Class Positive Recognition

- A class wide positive recognition system is a programme in which all of the children work together towards a positive reward, which will be given to the entire class.
- A class wide positive recognition system aims to motivate children to learn a new behaviour or to work on improving a problem behaviour. It shows children how important it is to work together in a co-operative manner to achieve a common good.

- 20 class points = class wide reward.
- The award will be appropriate to the class and chosen by the class teacher. It should be something the class wants to work towards.

Class points will be awarded for

- good behaviour in assembly
- lining up quietly throughout a day
- lunchtime behaviour
- good behaviour on a trip
- good class co-operation in lesson time

Consequences

- By planning consequences, staff will know in advance what to do when children misbehave.
- All children will be treated fairly.
- It is important that consequences are presented to children as a choice.
- When children are given a choice they learn they can be in control of happens to them.
- Consequences are not punishment. Consequences are actions that children know will occur should they choose to break a rule. Consequences must be seen as natural outcomes of inappropriate behaviour.
- Consequences will be organised into discipline hierarchy as part of the classroom discipline plan.
- A discipline hierarchy lists consequences in the order in which they will be imposed for disruptive behaviour within a day.
- The hierarchy is progressive starting with a warning.
- The consequences become gradually more substantial for the 2nd, 3rd, 4th and 5th time a child choose to interrupt a lesson.
- In cases of severe misbehaviour such as fighting/vandalism/defying a teacher or in some way stopping the whole class from functioning a child will not receive a warning. He/she loses the right to proceed through the hierarchy of sequences. Severe misbehaviour calls for immediate consequences that will remove the child from the classroom.

Discipline Hierarchy for KS1 and KS2

First time a child breaks a rule	warning
Second time	5 minutes working away from group

Third time	10 minutes working away from group
Fourth time	Sent to next classroom for 20 minutes
Fifth time	Sent to Headteacher
Sixth time	Headteacher and parent meeting

Reviewed January 2022

To be reviewed September 2022