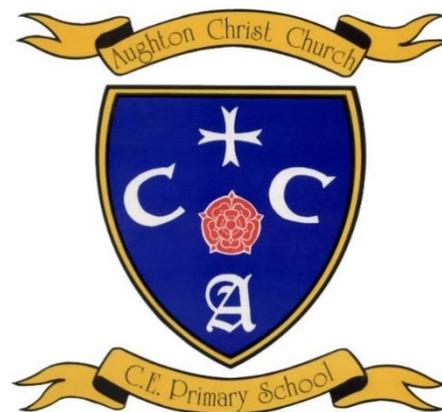# Aughton Christ Church C of E Primary School

Behaviour Policy

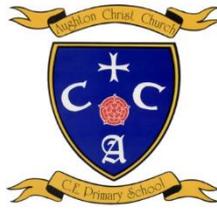**Reviewed: September 2022**
Next Review date: September 2023

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Aughton Christ Church C. E. Primary School
BEHAVIOUR POLICY

1. Introduction

At Aughton Christ Church C of E Primary School, we truly help each other to learn and to love through our Christian values of Respect, Friendship, Truthfulness, Courage, Generosity, Thankfulness, Forgiveness, Perseverance, Justice, Service and Compassion which are central to all aspects of our school life.

At Aughton Christ Church CE Primary, we aim to give our children an excellent education through a rich and inspiring curriculum, whilst at the same time providing nurture and care for their spiritual, emotional, moral, social and cultural wellbeing. This ensures that when our children leave our school at the end of Year 6, they are secondary school ready and prepared to take their next step into the world with resilience, compassion and courageous advocacy.

The aim of our Behaviour Policy is to foster positive relationships between all members of Aughton Christ Church C of E Primary 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. As a caring, Christian community we value the importance of positive relationships between all children and adults to ensure outstanding behaviour. At all times we also seek a restorative approach to negative behaviours ensuring our children grow in our World in line with our Christian values and ethos.

2. Conduct and Community

In supporting positive behaviour, we encourage all members of our school to *conduct* themselves in a way that values our *community* and caring Christian ethos. All members of our community work to embody our chosen Christian values of; **generosity**, **compassion**, **courage**, **forgiveness**, **friendship**, **respect**, **thankfulness**, **trust**, **perseverance**, **justice**, **service** and **truthfulness**.

CONDUCT: Consideration and Respect for all

➢ We should always conduct ourselves and our relationships considering our Christian values embedded through our 'Caring Christian Community.'
➢ 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 and Wider Community

➢ We should all consider the values that are embedded in our 'Caring Christian Community' in everything we do.
➢ We should value the whole school community and treat others as we would like to be treated ourselves.
➢ We should consider the safety and well-being of others.
➢ We should walk round the school building 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 Leadership 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 their ability so that children feel valued.
- Work in partnership with parents when dealing with any serious behavioural issue.
- Be aware of other school policies which work alongside the school's behaviour policy including the school *safeguarding policy*, *online policy* and *antibullying policy.*

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.

3.RESPONSIBILITY

We believe that children's positive behaviour can be promoted 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 Student / Deputies
- ➢ School Council
- ➢ Y6 Structured Lunchtime Play Leaders
- ➢ Register and other monitors
- ➢ Library monitors
- ➢ WOW (Work on Worship) Group
- ➢ Sports Council
- ➢ School Buddies

4.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.

<u>**Benefits**</u>

- • 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 class dojos and in KS2 children will receive house points.
- ➢ Upon collection of 10 points (EYFS) 20 points (Year 1) and 30 points (Year 2) children will be awarded a prize.
- ➢ Records will be kept of house points awarded and the house cup will be presented to the house with most points each week in an achievement worship.

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 results in a 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 worship
➢ 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 show inappropriate behaviour.
➢ 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 the 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 inappropriate behaviour 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 Key Stage Lead (Assistant Headteacher)
Fifth time	Sent to Headteacher
Sixth time	Headteacher and parent meeting

5.SEND

Children and young people with SEND need a differentiated approach to behaviour management. Their SEN or disability may make it more difficult for them to comply with school behaviour policies. Rewards systems reflect a differentiated approach which is understood by all pupils, staff and parents. Staff are responsible
for the teaching and learning of ALL students. Staff are fully aware of SEND when managing classroom behaviour and seek advice from the school special educational needs coordinator (SENCO) if unsure about how to work effectively on behaviour with individual pupils.

Individual Support Plans are put in place for students who are struggling to manage their own emotions or behaviours. They are written and reviewed termly with parents/carers. Information recorded in the plan helps staff to identify triggers or antecedents in order to reduce the risk of further incidents of significant behaviour. Staff with input from parents/carers, agree on the most effective strategies to help deescalate a situation or incidents as it occurs.
Aims of the Individual Support Plans:
- To ensure the safety of student and others, at all times.
- To maintain the dignity of the student at all time.
- To ensure that student is aware of what behaviours are acceptable and
- unacceptable, and the consequences of each.
- To decrease incidents of aggressive behaviour, directed towards student
- To provide consistent management of student's behaviour.

6. Other Key Areas that link and support our Behaviour Policy

Attendance

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning and may also impact on a child's behaviour. Any pupil's absence also disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Aughton Christ Church C of E Primary School will adhere to the Attendance Policy: https://www.aughtonchristchurch.lancs.sch.uk/serve_file/5703091 at all times to ensure children attend school regularly.

Child on Child Abuse

Aughton Christ Church C of E Primary School is committed to safeguarding and promoting the welfare of all children.

Through our personalised curriculum, PSHE, Christian values and worship, we develop the understanding of positive relationships with the children to ensure our school community is a safe one for all children.   *However*, we recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other children. This is known as 'child-on-child abuse'. The school is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child-on-child abuse is abuse and should never be passed off as "just banter", "just having a laugh", "part of growing up" or "boys being boys". We appreciate that often there are barriers to reporting child on child abuse and as such, we understand that even if there are no reports it does not mean it is not happening. We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times. Child on Child abuse forms an integral part of our safeguarding procedures and policies and antibullying policies within school. Staff receive training on indicators for child on child abuse and this is a key aspect of monitoring appropriate behaviour in school.

Procedures for Managing Allegations of Child on Child Abuse:

Aughton Christ Church C of E Primary School and DSL will consider:
• the wishes of the victim in terms of how they want to proceed
• the nature of the alleged incident
• the ages of the children involved
• the development stages of the children involved
• any power imbalance between the children
• is the incident a one-off or a sustained pattern of abuse
• are there ongoing risks to the victim, other children, school or college staff
• contextual safeguarding issues.

Online Safety

Aughton Christ Church C of E Primary School will adhere to the Online Safety Policy: https://www.aughtonchristchurch.lancs.sch.uk/serve_file/6963077 at all times and is committed to keeping children safe online. The school recognises that addressing online safety issues should form an integral part of the school's safeguarding arrangements.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the Online Safety Policy and School Behaviour Policy

Anti-Bullying

Aughton Christ Church C of E Primary School will adhere to the Anti-Bullying Policy: https://www.aughtonchristchurch.lancs.sch.uk/serve_file/5561473 at all times.

At Aughton Christ Church, bullying will not be tolerated, however it manifests itself. If we do have incidents of hurtful behaviour, particularly when children make mistakes in relationships, it is the ethos of Aughton Christ Church C of E Primary School to give our pupils resilience and the skills and strategies to manage incidents of hurtful behaviour. We want our children to build positive relationships with each other. At all times, we believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child. In dealing with all reported instances of hurtful behaviour, we will reflect back on our Christian values which are embedded into every aspect of our school life.

7. Review

This Policy is subject to ongoing review; however, will be reviewed no later than September 2023. All staff have received a copy of this policy.

Policy Leader / HT*	David Kennedy
Assistant Headteachers and Key Stage leads	Fiona Chapple (KS2) Clare Geeson (EYFS and KS1)
Chair of Governors	Neil Heyes
Last Updated	September 2022
Approved by the Governing Body	September 2022
Date to Review	September 2023