



Christ Church CE Primary

Respect: Endurance: Friendship

Behaviour Policy

AIMS AND EXPECTATIONS

At Christ Church CE Primary School we create a positive learning environment that ensures a consistent approach to behaviour management that is clearly understood by all staff, pupils and parents. The aim of this policy is to outline the schools' expectations of behaviour and the systems used to promote and develop good behaviour. Our behaviour policy is based upon the United Nations Convention on the Rights of the Child, and the whole school and class charters reflect this. We aim to promote mutual respect, consideration and honesty, so people can support each other.

RIGHTS AND RESPONSIBILITIES

As a Rights Respecting School we believe that everybody has rights and responsibilities.

At Christ Church CE Primary School **EVERYBODY** has **RIGHTS**.

PUPILS: We all have a right to work, play and learn in a friendly, safe and helpful school.

STAFF: We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

PARENTS: We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

EVERYBODY in school has **RESPONSIBILITIES**

We all need to care about ourselves, other students, parents, teachers, belongings, our school and equipment. At the start of the year, parents and children will be asked to sign a home school contract in recognition of this.

WHOLE SCHOOL CHARTER (located on the RRS Displays around school)

We believe living by the UNICEF articles will enable all members of the school community to work safely and happily; develop as rounded individuals. See **Appendix 1**

CLASSROOM CHARTERS

All classes create a classroom charter which highlights the agreed rights and responsibilities for that group. They are displayed in the classroom and referred to regularly to promote excellent behaviour.

GENERAL EXCELLENT BEHAVIOUR EXPECTATIONS

All children and staff should move around school quietly and calmly. They should walk in single file on the left hand side of the corridor with their hands behind their backs. All children and staff will enter and leave the hall without talking, unless it is part of the assembly.

REWARDS

Christ Church CE Primary School believes that good behaviour should be rewarded, whether of a temporary or a permanent nature. Class teachers aim to create a positive ethos through praise and rewards for good work and behaviour. **Rewards include:** Stickers and certificates; sent to HT/DHT for praise/rewards; team points; Golden Boxes in classrooms; weekly recognition for children who have no warnings;

Special Achievements – Learner of the Week, School values Award, Writer of the week, Head Teachers Award, swimming, Dojo Master

REWARDS: WHOLE SCHOOL MERIT SYSTEM

We want the children to understand that they receive rewards for good behaviour. Children will be awarded a merit for every day without warnings, potentially earning 5 per week. A child who completes a warning free week and has no absences from school, will be awarded an extra merit, making a possible target of 6 merits for the whole week.

Stage	Positive Rewards
1	24 merit points to achieve BRONZE MERIT awarded in class
2	96 merit points to progress to SILVER MERIT awarded in class
3	152 merit points to progress to GOLD MERIT awarded in class
4	206 merit point to progress to PLATINUM MERIT awarded in class
5	24 more merit points to progress to CHRIST CHURCH MEDAL OF ACHIEVEMENT

SANCTIONS

There are planned consequences for children who repeatedly fail to comply with school rules. It is our rule to always Praise in Public and Reprimand in Private (PIP and RIP). The consequences include:

- Rule reminder
- Verbal apology
- Written apologies
- Detention – held each morning and lunchtime in the year 4 classroom
- Loss of privileges
- Children can be sent to another classroom immediately if there is a serious incident (e.g. physical attack on another pupil or member of staff) or sent home.
- Fixed term exclusions for very serious incidents or persistent disruptive behaviour

Dojos

All classes use the Dojo system for praising positive behaviours. This is a classroom tool that provides pupils with instant positive feedback and generates data on behavior that teachers can share with parents. Negative Dojos can be awarded but the focus in school is upon awarding the positives as *we catch the children being good.* When negative Dojos are awarded the children will lose one minute per Dojo of either their break-time or lunchtime depending upon when the Dojo is issued.

Children have the chance to earn two Dojos for:

- arriving in school on time
- wearing the correct school uniform and having full PE kit with them.

All classes will have the same Dojos so that there is consistency across the whole school. It is expected that children receive around 5 Dojos per day. Multiple Dojos will not be awarded.

GOLDEN TIME

Golden time is linked to the number of positive Dojos awarded each half term. If a class earns 5000 Dojos per half term the class can earn half a day free choice activities. Children whose Positive Dojo percentage is below the class target will not be able to participate in the whole class reward. If classes achieve 5000 Dojos every half term then they can receive a full day of free choice activities during the last week of term (July). Again only those children whose percentage is the same or higher than the class target can participate.

WARNING SYSTEM AND DETENTION

See **Appendix 2** for a detailed outline of how the warning system works in our Foundation Stage, Key Stage 1 and Key Stage 2.

PERSISTENT OFFENDERS

Persistent offenders will be placed on the special needs (SEN) register with a pupil passport, after an assessment of their learning needs is carried out (**see SEND policy**). They may have a daily report completed by their teacher, taken home and signed by their parent. The class teacher will start a behaviour chart to track progress. Meeting daily/ weekly targets will earn an appropriate reward. Where other strategies have not led to improved behaviour, the school will involve outside agencies such as the Inclusion Service, Educational Psychology, Access to Learning Team and CAMHS.

SERIOUS INCIDENTS

Where a serious incident occurs, the school reserves the right to exclude a child without following the warnings system or the above stated actions. Occasionally, where a child views exclusion as a positive experience, or it may cause significant harm to that child, the school reserves the right to issue sanctions on site. Parents will still be spoken to and home school sanctions will be agreed. In cases where physical restraint be needed to protect a vulnerable child or others in school, manual handling will be carried out by MAPA trained members of staff. See restraint policy.

BULLYING

When bullying issues arise they will be treated seriously and be dealt with through our anti-bullying policy.

RACISM

When incidents of racism occur they will be reported to the L.A in line with their own policies and procedures. Proformas can be found in the HT's office.

LUNCHTIMES

At lunchtimes a system of red and yellow cards will operate. The yellow cards will be distributed to children who have played well or been helpful. The red cards will operate for unsatisfactory behaviour. Then the child will miss the rest of their lunchtime and the following lunchtime. The child will remain with either the Head Teacher or Deputy Headteacher. The red card will be sent home that day, with a copy kept by the class teacher in their behaviour file. If three red cards are sent home

within a term, parents are sent a letter to explain that a further red card will lead to a 5 day lunchtime exclusion.

PARENTS

For the Behaviour Policy to be effective, parental support is crucial and we aim to inform all parents of behaviour concerns that we have in school. This is why we need parents to return all reply slips **the day after** letters have been sent home. If we do not receive the reply slip in school the following day, the class teacher will contact you to check that the warning letter arrived at home. Parental/teacher meetings for severely disruptive children will be necessary and will include the Head Teacher and/or the Deputy Head Teacher.

If parents do not agree with their child's inclusion on the SEN register as detailed above, detailed records will still be kept of specific incidents so that we can monitor the effectiveness of strategies and interventions.

STAFF

It is the responsibility of class teachers to keep behaviour records in the class behaviour file. Incident reports need completing after each serious incident with a copy being kept in the class behaviour file. All personal response sheets need filing along with copies of red cards. Each class also has a yellow book where any incidents/concerns children might have are recorded by the class teacher. Class teachers should discuss any concerns they have regarding a child's behaviour with the Deputy Head Teacher or Head Teacher. They should also arrange a meeting with the child's parents if poor behaviour escalates.

Revision/Review History

Signed Chair of Governors - _____

Signed Head Teacher - _____

Date	Comments	Review Date
Created 07.02.14 Governors approved	Reviewed with amendments following OFSTED inspection.	Autumn 2015
13/11/15	Change made to the warnings structure appendix 2.	Autumn 2016
18/11/16	Changes made to Dojos following school council discussions	Autumn 2017
18/05/17	Link added to SEND policy regarding Behaviour needs	Autumn 2018
16/11/18	Changes made to the rewards system following discussions with the school council	Autumn 2019

