

Church Walk C.E. Primary School

Behaviour Policy

“Love your neighbour as you love yourself”

At this school, we base our policy on the above statement.

Church Walk C.E. Primary School follows the UNICEF Rights Respecting School and has adopted the UN Convention on the Rights of the Child.

The most relevant articles include:

Article 12: Every child must be free to say what they think in all matters affecting them and to have their views taken seriously.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Discipline in schools must respect children’s human dignity.

Article 29: Education should encourage children to develop their personality and talents to the full. It should encourage children to respect their parents and their own and other cultures and the environment.

Article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

We will try to embed the rights, respect and responsibilities of every child and adult in school and beyond.

Aims and Expectations

To cultivate a positive self- image and a respect and tolerance for other people and the environment both in the local community and the wider world.

To teach and follow Christian Values that are built on mutual trust and respect.

To provide a framework to ensure a consistent approach throughout the school that will underpin effective learning and teaching.

To promote good standards of behaviour and cultivate self – discipline in the children.

In order to achieve these aims, we will:

Expect adults to set an example, explaining and demonstrating the good behaviour we wish to see.

Set clear boundaries.

Consult and involve pupils.

Use assemblies, SEAL and the PSHE curriculum and spontaneous opportunities to teach and make clear the expectations of good behaviour.

Praise and reward good behaviour.

Create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, faith, culture or ability.

Try to prevent inappropriate behaviour before it starts.

Follow and apply consistent guidelines when responding to instances of unacceptable behaviour.

Consult and seek support from and involve parents.

Each year every class develops a set of rights and responsibilities based on the Convention on the Rights of the Child. These make the Class Charters, displayed in each classroom. This then feeds directly into the kinds of behaviour that we promote

All members of staff are responsible for promoting, upholding and implementing the Behaviour Policy.

Traffic Light System

The attitudes and behaviour that we aim to foster are set out in our Traffic Light System (see Appendix 1). Each class will have this displayed and it will be shared with parents.

Promoting Good Behaviour and Rewards

At all times every member of staff will encourage good behaviour and discourage poor behaviour. Good behaviour is promoted as the norm and will be praised in a variety of ways:

Positive encouragement / praise – catch children being good.

Individual stickers, class star charts, table points

Work is displayed around school and awards are presented at assemblies.

Awards in Friday Assembly

Merit badges

Team Points

Inform parents of exceptionally good behaviour or acts of kindness

Unacceptable Behaviour, Sanctions and Consequences

At Church Walk, we aim to focus upon the positive at all times, however from time to time, some children need reminders about what is and is not acceptable behaviour. Children need

clear boundaries as they learn to develop social and emotional skills. They can learn from mistakes and make better choices to improve their behaviour.

If a child behaves in an unacceptable manner the stages below will normally be followed. (see Traffic Light System)

Stage 1 (Amber)

Minor incidents are handled by teachers, teaching assistants or midday supervisors at the time they happen. At lunchtimes and playtimes, a child may have 5 minutes 'time out'. Repeated offences within one lunchtime or playtime will result in losing the rest of that playtime, the class teacher will be informed and other Amber sanctions may be employed.

Stage 2 (Red)

Recorded Incidents

Some incidents are serious enough to be recorded in a behaviour log. Each class has their own behaviour log; there is also a copy for midday supervisors to complete. All serious incidents must be logged and reported to the Head teacher. The logs will be analysed and any patterns will be noted. Parents will be informed if a child repeatedly appears in the behaviour log. They will also provide a record for external agencies if needed.

These serious behaviour incidents result in sanctions, discussions between pupil and the teacher, and or the parent/guardian and the teacher. Strategies for improving behaviour will be explored and a course of action agreed. This may involve inclusion in the Special Educational Needs Register and/or outside agencies.

Additional support is available to children who may be experiencing difficulties with friendships, relationships or in recognising and controlling emotions. SERIS (Social, Emotional Resilience in Schools) support is available for identified pupils.

In a Church school, we expect that children will show remorse and apologise for their behaviour. Every opportunity will be given to make amends and help children to understand their mistakes. We also expect others to show forgiveness when an apology has been offered.

Stage 3

Very serious infringements will lead to the involvement of the Head teacher with the parent/guardians, a formal written record of discussions, the action being taken and the support being offered.

Stage 4

If, in spite of our best efforts and following the involvement of appropriate agencies, the behaviour continues, we reserve the right to impose a 1-5 day fixed term exclusion, following that a permanent exclusion.

Exclusion on disciplinary grounds covers all forms of exclusions - temporary and permanent. The decision to exclude a child can only be made by the Head Teacher. He or she should inform the parents, governors and LA. The Head Teacher and Chair of Governors will provide the parents with a detailed explanation of the procedure and the rights of appeal. A child may be excluded from the school at lunch time for a limited period, if continually demonstrating undesirable behaviour. Parents have the right to appeal against a decision to exclude a child.

The stages are descriptive and are set to ensure fairness and consistency which is of benefit to all concerned. However, the starting point will be determined by the severity of the behaviour i.e. fighting, incidences of bullying, stealing, inappropriate language such as racist comments, all serious breaches of school discipline, or where the behaviour of the child means that by allowing them to remain in school the education and/or welfare of pupils or adults in school would be seriously harmed, are regarded as extremely serious and may entail the process beginning at a later stage. In very rare circumstances an individual incident may be such that it leads immediately to a fixed-term exclusion. Church Walk C.E. Primary School follows the guidelines set down for Cumbria County Council Schools.

PHYSICAL RESTRAINT

See restraint and handling policy. Individual pupils may have risk assessments (Behaviour Management Plans) regarding their physical restraint.

SCREENING AND SEARCHING PUPILS FOR PROHIBITED ITEMS

- Staff have the right to search pupils if they believe that they are in possession of prohibited items, such as knives or weapons and any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Pupils are not allowed to bring mobile phones to school and they will be confiscated until the end of the day.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm.

POOR BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

There may be occasions when children display poor behaviour outside of school hours. If they bring the school into disrepute as a consequence, this will be dealt with in school.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

Teachers may discipline a pupil for:

- any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school.

BEHAVIOUR MANAGEMENT PLANS

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

MONITORING THE POLICY

The behaviour in the school will be monitored by the head teacher through observing the children and discussion with the staff.

We will check how effective our policy is through:

- ◆ *Comments that parents and visitors to school make about the children's behaviour.*
- ◆ *Ways of recording all the positives – Golden Book in Friday Assemblies*
- ◆ *A focus for lesson observations*
- ◆ *Staff observation and discussion of children's behaviour.*
- ◆ *Records of incidents (behaviour logs)*
- ◆ *The numbers of children who are excluded from school*