



*'We Care, We Share, We Believe, We Achieve'*

## **Childeric Primary School**

### **BEHAVIOUR POLICY**

At Childeric Primary School, we are committed to providing a caring, friendly and safe environment for our children.

We have a positive approach to behaviour management.

#### **This policy is underpinned by our:**

- School Aims – agreed by Staff and Governors
- School Motto – devised by School Council
- General Expectations - written by School Council
- Race Equality and Cultural Diversity Policy
- Equal Opportunities Policy
- Anti-Bullying Policy

#### **It draws upon:**

- Behaviour management training
- A restorative justice approach
- A range of teaching and learning techniques
- Our work with other schools
- Our own practices and experiences
- Our work with parents

#### **Contents of Our Behaviour Policy:**

1. Our expectations
2. How we promote good behaviour
3. What behaviour is unacceptable?
4. Sanctions
5. Working with parents

## OUR EXPECTATIONS

In order to learn well, children need a calm and purposeful atmosphere. We expect older children to set a good example to younger ones and to support new entrants. Pupils are expected to make a full contribution to improving behaviour in school.

### **We expect all children to:**

Learn well and to the best of their ability

Help others to learn by behaving well

Speak to everyone politely and be courteous and well mannered.

Listen to each other and try to accept others' points of view

Try to resolve disagreements amongst themselves then if necessary go to an adult for help

Accept responsibility for their own behaviour, acknowledge the impact it may have on others and be prepared to 'put things right'

Respect everyone's culture, background and differences

Arrive in school on time every day

Come to school properly equipped and in the correct school uniform.

Look after their belongings and the belongings of others

Take care of the school building and equipment

Share resources appropriately

Ask permission to leave the classroom during lesson-time

Walk around the school building

Keep to the left on stairs, except during emergency evacuations

### **Other expectations:**

Coats and bags should be kept in cloakroom areas in the classrooms. Bags are not allowed in the playground at playtimes.

Children are encouraged to bring water to drink in the classroom. Water should be in clear plastic bottles labelled with the child's name. Children may not take bottles into the playground.

At playtimes and lunchtimes children are not allowed into the building unless they are supervised by an adult.

Toys, games, money and valuables should not be brought into school other than for special reasons.

Jewellery, other than stud earrings and wrist watches, should not be worn.

Sweets, fizzy drinks, glass bottles and chewing gum should not be brought into school.

On special occasions, children may bring in treats to share with the class at the end of the day, but we do not organise children's birthday parties.

Children may bring a drink to have at lunchtime (no fizzy drinks or glass bottles). This must be labelled, go into the packed lunch crate and be consumed in the dining hall.

## **HOW WE PROMOTE GOOD BEHAVIOUR**

At Childeric Primary School we believe that positive actions are more effective than negative ones. We help children to learn, recognise and adopt behaviour that is positive and rewarding. We encourage children to take responsibility and contribute to the school community.

All members of staff are committed to promoting good behaviour and they model the behaviour that is expected from children.

### **Teaching children about good behaviour**

Through our Personal, Social, Health, Citizenship Education (PSHCE) curriculum children are taught about appropriate ways of behaving and are encouraged to become caring, responsible members of our community. This is achieved through stories, circle times, games, assemblies and other planned activities.

Our curriculum helps children to:

- Take responsibility
- Recognise right and wrong
- Set and follow a good example
- Share and take turns
- Learn and play co-operatively
- Help and care for others
- Be able to discuss and resolve issues
- Know when to report problems to an adult who can help

### **Taking Responsibility**

As children progress through the school they are expected to take increasing responsibility for their own behaviour and the example that they set to younger pupils. They are given opportunities to contribute further to the school community by taking on additional responsibilities:

School Council Representatives  
Ambassadors  
Young Interpreters  
Buddy Readers

## Learning Mentor Support

Our Learning Mentor provides additional pastoral support to children through whole class work, e.g. in circle times, and through group and individual work. In particular, our Learning Mentor supports pupils who have emotional and behavioural difficulties

## Praise and Acknowledgement

All members of staff look for good behaviour, praise pupils for behaving well and comment on good behaviour to others. For example, “Well done ‘pupil’s name’ for putting away the equipment...” or ‘Teacher’s name, your class is lining up so sensibly.....”

We also use a wide range of strategies to promote good behaviour. This includes certificates, golden tickets, stickers, special privileges, being sent to the Head Teacher with a special note, letters and phone-calls home and weekly praise assemblies.

## WHAT BEHAVIOUR IS UNACCEPTABLE?

Play-fighting, fighting, aggressive acts

Name-calling and verbal abuse of any kind, particularly sexist, racist, disability, homophobic or religious name-calling

Bullying, including intimidating, threatening, picking on and excluding others

Swearing or using offensive language

Destroying property

Stealing

Leaving the classroom, school building, learning area or school grounds without permission

Behaving in a way which interferes with others’ learning

Refusing to follow a reasonable instruction from an adult

Being untruthful

Being late for school

Being absent from school without good reason

If a child’s behaviour is proving to be a problem for themselves and/or for others we will take measures to observe and record the behaviour patterns in order to have an accurate and realistic picture of the problem. This will help to identify the reasons for the behaviour and the possible solutions.

A very small minority of pupils may have severe and persistent behaviour problems as a result of emotional, psychological or neurological difficulties. For these pupils we aim to seek rapid assessment of and appropriate support for their special needs.

## SANCTIONS

Sanctions are applied when a range of behaviour management strategies has already been employed (e.g. rule reminders; stop - think - do; allowing take up time; tactical ignoring; diversion).

It is expected that low level and medium level misbehaviours are dealt with by Teachers and Teaching Assistants, with the support of Learning Mentors. High level misbehaviours are referred to the Headteacher. (High level includes ignoring final warnings, being very rude or disrespectful to

staff, deliberate aggression, intimidation, bullying, leaving the school site, verbal abuse, racist comments, vandalism, stealing).

Sanctions include: loss of playtime minutes; sending to another class for 10 minutes; exclusion from class for a longer period of time; exclusion from the playground for a fixed period of time; telephone call / letter home.

Exclusion from school is for very serious incidents and could be for 1 or more days according to the nature of the incident and previous exclusions.

### Criteria for exclusions are:

- The behaviour of the child puts him/her self or others at risk
- The child's behaviour impacts significantly on the education of other children
- Managing the child's behaviour impacts significantly on the general running of the school

Permanent exclusion from school will be sought when appropriate.

When applying a sanction, our intention is to be fair and just. We will take into account:

- the act which led to a sanction
- the age and maturity of the child concerned
- whether there was provocation
- whether the act was premeditated
- whether genuine remorse is shown
- previous history of offences

### We will always expect children:

- to reflect on and discuss their behaviour
- to take responsibility for their behaviour
- to apologise for their actions
- to make amends where-ever possible
- to try to understand the feelings of others involved
- to try to improve their behaviour

### Restraint

Staff must only ever use physical intervention as a last resort and after trying other behaviour management strategies. At all times it must be the minimum force necessary to prevent injury to themselves, another person or property. Individual risk assessments are completed for particular pupils who have a higher likelihood of needing physical intervention and/or restraint and staff who work closely with these students are provided with additional positive handling training.

All incidents involving restraint must be recorded and reported to the Headteacher.

## WORKING WITH PARENTS

Parents have a vital role to play in promoting good behaviour in school. When disciplinary problems arise, we aim to involve parents at an early stage. We also expect to inform parents of their children's achievements.

We ask parents to complete a home-school agreement.

All adults on school premises are expected to model the good behaviour we expect of pupils.

Agreed by Governors: November 2023

Review Date: September 2024