



# Behaviour Policy

Revised: Autumn 2017

**Next Review: Autumn 2019**

## **St Cuthbert with St Matthias CE Primary School Behaviour Policy**

St Cuthbert with St Matthias is a Church of England Voluntary Aided school. All that is contained within this policy is within the ethos of the school and supports progress towards our aims.

### **Vision**

Our vision is to create, within our inclusive Christian ethos, a community of learners where each individual is nurtured to be resilient, resourceful, curious and creative.

### **THE AIMS OF OUR SCHOOL**

- To be an inclusive school which welcomes all children from our community and provides education of the highest quality for them
- To develop children to become effective and joyful learners
- To provide a motivating, relevant and broad curriculum, with rich learning experiences
- To help everyone strive to reach their full learning, physical and creative potential,
- To provide a stimulating environment for learning which celebrates the cultural diversity of our school and community
- To be recognized as a leading international school
- To provide a welcoming, hospitable, atmosphere, based on positive relationships, where everyone is valued and diversity is celebrated
- To promote equality of opportunity for every person involved with the school community
- To encourage a culture of lifelong learning, for the whole school community
- To promote good citizenship within a cohesive community
- To be a school which promotes good health equally with spiritual and moral development

We take holistic approach to child's needs, we understand behaviour is a function of the child and environment. We believe in clear boundaries, clarity of expectation, consistency, sharing the same language with all staff who manage a child, we understand the importance of our role in setting a standard of behaviour and modelling good behaviour to the children.

### **Aims and Expectations – The Four Cs**

It is expected that everyone in our school, children, staff, parents, governors and visitors will behave with: Courtesy, Consideration, Common Sense and Co-operation

Through this we hope that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### **Our Environment**

We encourage our Four Cs and independent responsible behaviour in classes and around the school by having high expectations of children's behaviour. We also encourage these behaviours through class activities and learning that is exciting, involving and that have a meaningful end product. We aim to

make our school a place that encourages children to behave well because they know and feel that it is the right thing to do.

### **Rewards and Sanctions**

The Four Cs apply across the school and while classes may have individual rules and expectations. The Four Cs form the basis of the Rewards and Sanctions System. This is displayed in every room in the school as a traffic light format. We understand that it is not feasible to praise the good behaviour of all children all of the time. For those children who are trying to improve, our first approach, where possible, is positive and we aim to “catch” the child doing the right thing and comment on it. We seek to provide an interesting, involving and exciting curriculum to engage the children and expect a hard work from the children as we believe that this will minimise poor behaviour.

### **Green Zone**

We praise and reward children for good behaviour in a variety of ways, with a focus on the behaviour bringing its own rewards of respect and achievement, but also:

- good behaviour is noted and commented on;
- a “Star of the Week” is chosen, given a certificate and mentioned in the newsletter. This could be for improved /good behaviour or for learning;
- children might be asked to share good learning with another class or the Head or Assistant Headteachers’;
- team points or team might be given
- for special effort or achievement or behaviour a ‘Head teacher’s Award’ or ‘Assistant Head Teacher’s Award’ sticker can be given by the Head or Assistant Head Teacher.

We support children to achieve 4C conduct and to fully engage in learning by complimenting their 4C actions over the week during assemblies as well as daily on a one to one basis around the school.

Actions such as holding a door back, looking smart, using ‘Please’ and ‘Thank you’ are positively recognised by all adults in our school.

We have a schedule of weekly circle times for each class coordinated by our Senior Learning Mentor. The RBKC guide for circle times is followed. Additionally, special circle times take place in Anti Bullying Week and in response to other topical issues important for the whole school or for particular classes.

We have a Peer Mediator team of Y5 and Y6 students who are trained by our Senior Learning Mentor. These pupils are on hand at playtimes to help children to resolve conflicts. They use our Ollie’s Options Posters to help children to resolve their own conflicts by making reasonable choices. The children are guided by the Peer Mediators to choose a particular route in order to resolve the conflict.

We value restorative approach to resolving conflicts. After an ongoing incident children are guided by adults to take part in an impromptu circle time in order to address an issue or to resolve a conflict with a solution with the person concerned as key focus.

In our celebration assembly each Friday, a child from each year group is presented with a Star of the Week certificate which highlights an aspect of learning or conduct during the week.

Our school councillors report on the use of the 4Cs around the school and keep a log book in their class recording noted use of 4Cs by pupils in their class.

We celebrate learning and seek to prioritise focus on learning by showcasing excellence in learning in our celebration corridor. We celebrate excellence in presentation and learning by displaying examples of children's learning in class displays. Each year we make a 4C poster to display in our hall. Each class in KS1 uses the 4C flipchart each morning to guide the children to what 4C behaviour looks like on a daily basis.

Each class has specific reward system all related to conduct and learning behaviour. Extra token, play or computer time each Friday for members of winning class team/ extra afternoon playtime

Our 4C code is very important to us and as a whole school we hold this in high profile. We award a 4C cup at the Y6 end of year graduation to a pupil who has shown exemplary 4C conduct through their time at our school. A photograph of the pupil holding this cup is then added to the Wall of Fame in our corridor.

The school also employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Behaviour is logged according to type, location and time. This is reviewed by members of SLT each half term.

### **Yellow Zone**

Children forgetting one of the Four C's (eg not concentrating, disruptive behaviour, rudeness, running in school) are entering the yellow zone where staff will give a warning and small sanctions will be applied.

In KS2 this will take the form of:

The child's name is written on the class board.

The child is encouraged to earn his name off the board and back onto Green by the end of the morning or afternoon session.

Repeated poor behaviour will mean the child is placed in the yellow zone on the class chart and they are asked to return to class to complete a reflection sheet at 1pm during their playtime.

If poor behaviour is repeated again they will enter the red zone.

If a child misses his playtime the teacher records this in the class book. If he/she is given a card, this is reported to the HT or DHT.

### **Red Zone**

A child enters the Red Zone for more serious behaviour – repeatedly ignoring the Four Cs will result in a Red Card. Extreme behaviour such as fighting, rudeness, swearing or gross disobedience will result in a Red Card. A Red Card is a card that will form part of a child's primary school record. It will automatically result in a letter home. It may ask parents to come in and see either the Headteacher or, in the absence of the Headteacher, the Deputy Headteacher.

A child with a Red Card will automatically miss the rest of the session that they received the red card in. If the Red Card is at lunchtime they will automatically miss the rest of that. If they are in a calm state they can rejoin their class for the afternoon session however until they achieve that state they will remain out of class.

If they repeat the red card within 2 weeks (i.e. 2 Red Cards in 2 weeks) they will also miss their next trip or treat as well as missing 30 minutes of playtime. If the class teacher and/or member of the SLT believe that the child's behaviour is a risk to their safety or the safety of others they may not be allowed to take part in a trip or treat even if they only have a single red card.

Children with repeated Red Cards will risk internal seclusion depending on the seriousness of the behaviour and its effect on other children. This will be organised by the Inclusion Manager and may last from 1 to 5 days on each occasion. The child will need to be supported by Learning Mentor intervention and school generated behaviour support plans. We will always work with parents throughout this process.

A failure of a child to change their behaviour even after this intervention is likely to result in temporary (fixed term) exclusion.

Repeated temporary exclusions will mean a risk of permanent exclusion – a last resort.

Very extreme behaviour such as unprovoked violent attack, violent bullying and repeated bullying will result in exclusion which may be either temporary or permanent depending on the severity and risk to others.

Exclusions are very serious and we will try to support children so that exclusion does not happen. If an exclusion takes place, an exclusion letter is written to the parent with copies to the Chair of Governors and the borough, and this remains permanently on the child's records.

### **Restraint**

See Restrictive Physical Intervention (Restraint) Policy for further guidance.

We do not use restraint as a method of disciplining children but we do allow to staff to use restraint as is reasonable in the circumstances to prevent a pupil from doing, or, or continuing to do, any of the following:

Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Restrictive Physical Intervention (Restraint) Policy must be read before attempting to intervene in a physical way with any child.

### **The role of the staff**

It is the responsibility of the staff to ensure that the school rules are enforced in their class and when engaged in learning around the school site and off site and that their class behaves in a responsible manner at all times.

The Head, teachers and key workers liaise with external agencies, as necessary, to support and guide the progress of each child. Teachers may, for example, discuss the needs of a child with the educational psychologist or LEA behaviour support service.

The teachers report to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher and Deputy Head Teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher and Deputy Head Teacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher and Deputy Head Teacher keep records of all reported serious incidents of misbehaviour.

### **The Role of Parents**

The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

If the school has to use reasonable sanctions to punish a child, we would expect that parents would support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the governing body (see Complaints Procedure). It is important that any concerns are not shared with children as this can result in additional problems being caused.

We explain the school rules in the school prospectus, and display them around school. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues following a parental appeal, complaint or grievance. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**(Green card): 4C code** courtesy, cooperation, consideration, commonsense

- Obey the 4c code
- House points
- HT or DT or lunch time sticker
- Hotshot award
- Star of Week award
- Presentation award
- Letter home noting excellence in learning and/or behaviour
- Exemplary behaviour noted in newsletter

**(Yellow Card) Warning:**

- Being rude to an adult
- Minor swearing including racist, sexist or anti-faith language
- Using hands or feet lightly on another pupil or adult (pushing, pulling, pinching)
- Play fighting
- Minor damaging of books, equipment, minor graffiti (eg scribbling on a book or table)
- Minor Threatening to another pupil including racist, sexist or anti-faith threatening
- Verbal warning
- Name on board with intention of it coming off when 4C code behaviour is noted
- Behaviour reflection sheet at lunch time of that day
- If not back on 4C code after warning, Red card. If warning (yellow card) more than twice in one week, letter home and resulting in loss of next class visit or trip unless failure to improve

**Red Card:**

- Refusing to obey an adult after a warning
- Serious swearing including serious racist, sexist or anti-faith language
- Biting, kicking or hitting another pupil or adult
- Fighting
- Serious damage to property of school (breaking equipment, throwing equipment or furniture, serious graffiti)
- Serious Threatening to another pupil or adult including serious racist, sexist or anti-faith threatening
- Noted to HT or DHT who asks Cathy to record, writes letter home, calls parent
- Child completes Reflection Sheet in another class
- Learning out of class with class task or Comprehension Task for rest of morning or afternoon
- Not eat with class. HTO for the lunch play if the issue occurs in the morning
- Loss of next class trip if failure to improve