

Christ Church, Church of England, Junior School

“Working together to build a strong foundation through faith and learning”



Policy for School Behaviour/Discipline

Christian Vision
Grow and Learn together with God by our side.

**Approved: May 2022
Review: May 2024**

BEHAVIOUR/DISCIPLINE POLICY

Aims

At Christ Church C E Junior School we aim for the highest standards possible, both academically and socially. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy. We promote positive behaviour in our pupils and create an environment in which this can flourish. All pupils are to accept responsibility for their own actions. (To do this, children must have a clear understanding of what is, and what is not, acceptable). The few rules we have at school are there to ensure that children have a happy, purposeful and structured working 'experience'. We believe that parental support and good communication between home and school is the best way of making sure, that if problems do arise, we can sort them out quickly.

All members of staff are involved in helping to maintain high standards of school discipline, which is necessary if effective teaching and learning is to take place. As a school community we endeavour for our children to grow and learn with God by their sides.

School Rules

We expect all pupils to follow the School Rules, so that everyone is able to work in a caring, safe and happy environment. Our school rules are rooted where possible in Christian teaching and children are encouraged to reflect regularly on the way they live out the school rules in daily life:

- Ready - *I can do all things through Him who strengthens me. Philippians 4:13*
- Respectful - *Do to others as you would have them do to you. Matthew 7:12*
- Responsible - *For each will have to bear his own load. Galatians 6:5*

The school rules are shared with all staff, parents and children that are part of our school. They are also printed on posters displayed in every classroom.

Positive Behaviour and praise

Positive re-enforcement of good behaviour is more effective than negative punishments. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons and in School Worship. When children are following the school rules well, they should be given specific praise (praise that identifies their good behaviour and the school rule it relates to)

Staff use the following strategies to reward and promote good behaviour:

- Stickers
- House Points
- Certificates (including Core Value Awards)
- Positive praise in front of class group
- Visit to another member of staff
- Marvellous Me message/badge to parents

All staff must:

- Take time to welcome the children at the start of the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Ready, Respectful and Responsible'
- Praise in public (PIP), Remind in private (RIP)
- Be consistent in their use of language – see stepped boundaries

The Executive Head Teacher, Head of School and Assistant Head Teacher must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise, stickers and Marvellous Me messages home
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their class well and develop positive relationships with all children
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion.

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk quietly when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul, abusive or 'prejudiced' language must not be used
- Children are expected to be punctual and appropriately dressed for all school activities

- Children must not bring sharp or dangerous instruments to school.
- Children should take a pride in their appearance and personal conduct.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Incentive Scheme

A major aim of the school policy is to encourage all children to practise good behaviour by operating a system of praise and reward. All children and staff are allocated a house, Hinckes (Blue), Thorneycroft (Red), Mander (Green) and Hickman (Yellow).

An 'achievement record' is kept where children's efforts for both pleasing behaviour and academic achievement are rewarded (house points). Names are read out in 'Achievement Assembly' on Friday. Each child receives a house point for their achievement. The winning house is read out in achievement assembly and earns an extra adventure playtime session on Friday. Full attendance certificates are issued to celebrate children who have full attendance.

Class teachers also have their own individual reward systems, smiley faces, stars, stickers, badges etc.

In each classroom a 'Good to be Green' Chart is displayed. A green card indicates that the child is working hard and behaving appropriately. The green cards can be exchanged for yellow or red cards which indicate that an incident has occurred. The change in cards also act as a reminder to the child of the inappropriate choices that they have made that day.

Procedures for Dealing with Discipline

Minor breaches of discipline are generally dealt with by a staff member in a caring, supportive and fair manner, with some flexibility regarding the age of the child.

Children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences as stated below.

Informal Procedure

The Head of School may become involved in dealing with an incident at any stage. If an incident is considered to be severe the Head of School will escalate the matter to the Executive Head who has the discretion to accelerate directly to the Formal Procedure. In such an event the parents of all parties involved will be contacted at the earliest opportunity and fully informed of the incident.

1. Discussion/Sanctions- Teacher and child discussion to establish facts and clearly explain future expectations of behaviour. Where appropriate a verbal warning may be given to the child/children concerned. This may also be accompanied by a sanction i.e. moving to sit alone, letters of apology, or loss of responsibility.
2. Yellow/ Red Card- If a child has had a verbal warning and continues to make inappropriate choices the teacher will speak clearly to the child and issue a yellow card. A further incident will result in a red card and a 'Quiet Zone' Slip. If the incident is severe the teacher can issue a red card in the first instance. The inappropriate incidents of behaviour do not have to be related for a child to move from verbal warning through to yellow or red. A red card results in a Quiet Zone slip. The chart is returned to Green for each child each morning. If a child is seen to be demonstrating excellent behaviour, the red or yellow card will be removed the same day. The record of this card, and the

corresponding consequence would still stand. The teacher will record children receiving yellow cards during the week. Any child with two yellow card in a day or three yellow cards in one week will receive a Quiet Zone slip. (This is to tackle low level disruption occurring on a daily basis.)

If a child deliberately hurts another child on our playground; they lose their right to go outside and will spend a minimum of one full days break times, including lunchtime, outside the Head Teacher's office. If a child cannot be trusted to use the playground without hurting others this sanction will be repeated or extended to one week at a time. In this instance parents will be informed.

3. Platinum Cards- The Platinum Card rewards children who are consistently good. It ensures the children who behave well all the time do not go unrewarded. If the children are 'green' all week, they get their platinum card. When they have been platinum for 3 weeks, they receive a house point. If a child is consistently good all year, there is a maximum of 13 potential house points to be collected. As the threshold for the prestigious gold leaf is 15 house points, good behaviour alone can almost get you all the way to gold. This is a huge incentive to our children who are very committed to achieving their leaves.

Records of all yellow cards are held by class teachers . Records of all red cards are held by the Head of School/ Executive Head.

4. Quiet Zone- A slip will be issued to a child which indicates the reason for the consequence and the day that they are expected to attend the Quiet Zone. The child must take the slip to the Quiet Zone where it will be signed by the adult present to confirm their attendance. The child will then be asked to reflect on the choices that they have made. They may be required to complete work that has not been done in the lesson or be given a constructive work based task by the Teaching Assistant present. The Teaching assistant present will send a text message to parents informing them that their child attended the Quiet Zone that day.
5. Parents- Any child attending the Quiet Zone on three occasions will be issued with a letter to take home to their parents outlining their conduct. This will be supported by a text message to the parents to inform them that a letter has been sent.
6. Individual Rewards – At the end of each term children with one or less Quiet Zone Slips achieve an individual reward. Occasionally trips/ events with limited places are offered to school and pupils with the least Quiet Zone slips are given priority.
7. If a child's behaviour does not improve following a Quiet Zone letter, parents will be invited into school to discuss their child's conduct. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Formal Procedure

If (7) is not forthcoming: Governors consulted/informed.

8. Written advice to parents explaining the nature of the concerns and the consequences which may include exclusion from school for up to 5 days.
9. Long term exclusion up to a maximum of 30 days (having followed LA procedures). N.B. This only to be used for major breaches of discipline. All parents have rights to a formal appeals procedure.
10. In the event of continuing or extreme misbehaviour permanent exclusion may be deemed necessary.

Additional Information

We always encourage children to speak to an adult if they are worried or concerned about anything at school. Teachers and other adults in school will do their best to resolve the problem. However occasionally further incidents can occur and may not be reported to the same teacher/ adult. Children are asked to report repeat incidents to their class teacher so that a full picture of events can be established.

If a child feels that a problem has not been resolved (i.e it continues even after a teacher has dealt with it), they are encouraged to tell the teacher again in the first instance and/ or write a note in the worry box which is on display by the office. The Headteacher checks this box frequently and makes every effort to inform staff or resolve the problem directly.

We request that parents discuss concerns and worries with their child and contact the office if an on-going problem occurs.

Scripted Response – Gentle Approach, use child’s name, child level, eye contact, deliver message

1. Reminder	<p>I noticed you chose to... (noticed behaviour) This is a REMINDER that we need to be (rule) You now have the chance to make a better choice Thank you for listening. Example ‘I notice that you’re running in the classroom. You are breaking our school rule of being responsible. Please walk. Thank you for listening.’</p>
2. Warning	<p>I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at a different table/ work in the other classroom) Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. Example ‘I have noticed that you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p>
3. Time Out	<p>I noticed you chose to... (noticed behaviour) You need to... (go to... classroom, move onto the carpet, go and stand by the wall etc) I will speak to you in two minutes. Example ‘I have noticed you chose to use unkind words. You are breaking the school rule of being respectful. You have now chosen to go and sit on the carpet. I will come and speak to you in two minutes. Thank you for listening.’</p>
4. Follow up conversation	<p>What happened? Neutral, dispassionate language. What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can you do things differently?</p>

Lunchtime Supervision

At lunchtime, supervision is carried out by Senior Midday Supervisors and a team of Lunchtime Supervisors. The Supervisors can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected.

The Supervisors must be treated with the respect expected for all members of the Christ Church community.

Lunchtime Staff have clear rules that are shared with the children at the start of each school year.

At lunchtime, staff will give verbal warnings to pupils, stand them by the wall for a short period of time to reflect on their conduct, remove equipment from the playground that is being misused or issue 'Time Out Cards'. This card indicates that the child has repeatedly disobeyed the lunchtime staff or has been involved in a more serious incident. The matter will now be dealt with by the Executive Head or Head of School.

Lunchtime Staff record Time Out Card incidents in a record book. The Head of School will deal with the child's conduct and may remove afternoon break as a consequence. A child who receives 3 Time Out Cards will get a letter sent home to their parents. A reply slip is attached to ensure that the parents have received it. There are a series of three lunchtime letters. The third letter requires parents to take their child home for lunch for one week in the first instance.

When a parent is sent the first letter they are also sent a copy of our Lunchtime Behaviour Booklet which clearly explains our expectations for behaviour and the process used for dealing with repeated instances of inappropriate conduct at lunchtime.

Parents

We value parental input and see behaviour management as a partnership between home and school. We operate an open door policy and encourage parents who have a concern to make an appointment to come into school to meet with a member of staff. On many occasions the meeting will take place on the same day but this is not always possible. Staff may have other pre-arranged appointments or commitments. Parents should however be reassured that we do take their concerns seriously and will do everything possible to meet with them to discuss their concerns.

We request that parents do not approach children outside of school to address issues or disagreements that children may have had inside school. On these occasions please either come into school to speak to staff or speak directly to the child's parents.

Parents can also help to support behaviour and discipline in school by honouring their Home/school Agreement.

Other Related Policies

Anti-Bullying Policy