

Promises	Visible Consistencies (Adults)	Over & Above Recognition
<ul style="list-style-type: none"> <li>• Kind <b>Love,</b></li> <li>• Safe <b>Kindness</b></li> <li>• Ready <b>Wisdom</b></li> <li>• Polite <b>Respect</b></li> <li>• <b>Perseverance</b></li> </ul> <p>Key school Christian values</p>	<ul style="list-style-type: none"> <li>• Calm, consistent</li> <li>• Kind</li> <li>• Positive</li> <li>• Patient</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition boards</li> <li>• Golden book</li> <li>• Postcards home</li> <li>• Verbal feedback to parents</li> <li>• Dojo team points</li> </ul>
Relentless Routine		
<ul style="list-style-type: none"> <li>• <b>Ways to call for attention</b></li> <li>• <b>Bells</b></li> </ul> <p>(clap pattern, call/response)</p>	<ul style="list-style-type: none"> <li>• Tremendous transitions (lines and lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with pride</li> </ul>
Stepped Boundaries	Microscripts & Mantras	Restorative Questions
<ul style="list-style-type: none"> <li>• Remind</li> <li>• Response</li> <li>• Reset</li> <li>• Repair</li> </ul>	<ul style="list-style-type: none"> <li>• PIP and RIP</li> <li>• I've noticed...</li> <li>• I know you will...</li> <li>• Thankyou for.....</li> <li>• I need you to... (give a choice, body language open, hands still)</li> </ul>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time? What have your thoughts been since?</li> <li>• How did this make you and others feel? Who has been affected and how?</li> <li>• What should we do to put it right? What do you think needs to happen next?</li> <li>• In the future how would you do things differently?</li> </ul>

It is a primary aim of our school that every member of the 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's 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 in which everyone feels happy, safe and secure and can achieve their best.

Our Behaviour Framework and Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, whatever their needs- leading to the development of self-discipline and independence.

## **Aims**

We believe that by working closely with parents and pupils we can ensure a common understanding of the rights and responsibilities of all members of the school community to treat each other with respect, regardless of a person's race, religion, nationality, ethnicity, disability, gender, gender identity and sexual orientation.

We maintain a positive approach to behaviour management, where praise is promoted and children are encouraged to develop self-confidence and respect for others.

Children are provided with opportunities to develop a moral framework within which they can mature emotionally and in which sound relationships can flourish.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

All staff have contributed to the Behaviour Framework and are expected to be consistent in their responses (unless the needs of a child mean they have an individual approach), noticing any concerns, supporting each other and continually modelling the expected behaviour for pupils. Staff should aim to 'make it personal, not take it personally'. All children must know that they are valued and any member of staff will listen and be supportive.

Through these aims we expect our Behaviour Framework to:

- Be simple, clear, coherent
- Encourage respect for the school community and environment
- Develop respect, courtesy, empathy and tolerance towards each other
- Create problem solvers
- Encourage professional judgement
- Define the building blocks of behaviour management
- Make praise easy
- Enshrine consistency
- Allow adults to be honest about their feelings- and know they will be supported
- Ensure adults are 'looking in the same direction'
- Allow positive relationships to flourish
- Ensure expectations are taught and modelled
- Allow self-reflection to be encouraged/facilitated
- Acknowledge classroom management and engagement must be effective (links with QFT and consistency policy)
- Communicate rewards and sanctions clearly
- Ensure individual needs are considered and met
- Support pupils to understand and respond to safety needs

## **Behaviour Expectations**

Teachers and all staff are expected to be good at managing and improving children's behaviour. It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when following up behaviour concerns/choices with sanctions.

A whole school approach of positive reinforcement is taken towards behaviour management- all adults are consistent, from the top down: children see/children do – staff model. There is a culture of certainty- staff will follow up positive and negative actions. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance, whilst learning to play a responsible role both within the school and wider community.

A variety of methods are used to encourage and support pupils to make appropriate behaviour choices:

- Our School Promises: **Be Safe Be Kind Be Polite Be Ready**
- PSHE (RHE curriculum) content
- Assemblies
- Well Done Celebration Assembly – two pupils are chosen by each member of staff for their good work or actions during the week- a golden sticker is awarded
- Dojo team points- rewarded for noticed positive behaviour
- Recognition Boards in each classroom and shared spaces, where the names of children are noted for going 'above and beyond' usual expectations
- School Council
- Home School Agreement/ Code of Conduct
- Rewards
- Sanctions
- Good role models
- Mutual respect expected of all adults and children
- Anti-bullying policy

## **Standards of Behaviour Expected**

All members of the school community are expected to:

- Be responsible for their own actions and know how to behave
- Show self-discipline and support others
- Have good manners and be polite
- Show understanding and respect towards each other and others' property, display positive attitudes to school and work, which emphasises high standards
- Promote and enact our key Christian values and school promises

## **How standards of behaviour are maintained**

The school is sensitive to both the rights and responsibilities of the pupils in its charge and matters of concern are addressed swiftly by all staff and the Headteacher.

School staff are responsible for modelling good behaviour and having high expectations of all children with regard to their behaviour. Staff have been involved in and will continue to reflect and review our approach to effective behaviour management.

We believe a stimulating, structured curriculum contributes significantly to good behaviour. Thorough planning for the needs of individual pupils and the active involvement of pupils in their own learning are essential. All elements of the school day- particularly transition times are carefully planned to ensure a clear routine is in place for pupils to follow.

Visible Consistencies: **calm, consistent kind positive patient** are key expectations for staff when dealing with pupils.

Relentless routines; **ways to call for attention tremendous transitions (line and lessons) walk with pride** are modelled and promoted at the beginning of each term, to ensure that our expectations remain consistent and of a high standard.

Ways to call for attention are use of bells (should work in any classroom), clap pattern, call and response. We expect children to stop and listen promptly demonstrating excellent behaviour for learning.

Tremendous transitions mean that pupils respond readily to instructions at the start and end of sessions and can organise themselves to be ready for learning promptly (sit/stand quietly, ready to listen). Walk with pride enshrines the expectation that children will walk safely around the school site in single file, quietly, using manners. A whistle outside always means stop.

**Classroom management** has a crucial influence on behaviour, as well as on learning. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Resources should be arranged to promote independent learning and minimise disruption. Recognition boards, reflection areas and displays should promote self esteem by identifying and demonstrating the value of everyone's contributions. Praise is used to encourage good behaviour and a high standard in work.

Each classroom displays a copy of the **School Promises and Behaviour framework-** as reference for all. All staff refer constantly to the Promises, to remind the children of the value, relevance and status as our rules.

Through the **PSHE/RHE** curriculum offer- resources drawn from the SCARF (Coram education) materials, pupils are given opportunities to express their concerns and discuss issues relevant to them. The children participate in discussions, group building activities and share stories/content/input which provide a vehicle to talk about issues linked to behaviour, feelings and friendships. It also allows the children to gain in self-confidence in tackling issues which concern them in an open and safe forum.

Using **cooperative learning** within classrooms also encourages team building and opportunities to listen and contribute within a group.

The **School Council** consists of 2 members from each year group R-Y6, who meet regularly to discuss concerns raised in classes and to seek solutions to ensure pupils have a voice in decision making within school.

**Assemblies** contribute to the promotion of Christian and British Values and reinforce the expectations and need for positive behaviour. Assemblies regularly focus on matters relating to the school ethos such as anti-bullying, Show Racism the Red Card, charity support, personal and online safety as well as the wider community and world outside. Classes have opportunities to share their learning and achievements with parents through class-led assemblies.

**Parent/carer partnership** is vital and parents are provided with the standards of behaviour expected of pupils through the website and Home-School-Pupil agreement. Behaviour is reported

to parents regularly through termly reports, but also to share positive messages. Parents would be contacted promptly if there was a behaviour concern with a child.

### **School Promises**

Pupils and parents are made aware of the school promises via displays, newsletters, progress meetings, reports. We believe our promises should be succinct, positive, clearly stated and consistently applied and referred to. They are:

- **Be safe**
- **Be kind**
- **Be polite**
- **Be ready**

At the beginning of each year, the promises are revisited and interpreted with children in classes and assemblies. Children sign up to a class charter to demonstrate their understanding of and support for the promises.

### **Reward Systems**

As a crucial part of our approach to behaviour management, good behaviour is actively encouraged and rewarded (not with intrinsic 'gifts'). Achievements in all aspects of a child's life are celebrated.

Rewards include:

- **Verbal praise** from members of staff and other pupils- this could be or positive actions or work.
- Highlighting good work, effort or behaviour. This could be on displays throughout school and on **Recognition Boards**. Each class will have a board where the names of children who go 'above and beyond' our normal high expectations are captured for all to see. Staff from other classes may notice and comment on the names on show. Recognition boards will also be in the Hall, by the playground and in Cabin Crew, so that all members of staff can contribute.  
Stickers and positive comments are also awarded in recognition of good work and behaviour and work can be shared with other children, classes, staff, the Headteacher.
- **Dojo team points** are awarded to individuals to be part of the whole school team total each week. This is celebrated in Well Done celebration assembly with the winning team having their colours on a trophy. The winning team overall each term attends VIP Playtime with their team members from across the school.  
The teams are red- Howarth, blue- Kay, yellow- Peel and green- Wood
- **Merits** are given for each child's own best work. As merits are collected children receive a badge and certificate to celebrate their achievement.
- **Weekly Well Done Celebration assembly**- two pupils from each class are written in the **Golden Book** by all members of staff in recognition of good work or good behaviour. They receive a special golden sticker. Children can also bring their achievements from outside of school to be celebrated in this assembly.
- **Postcards are sent home or verbal feedback given to parents** to share particularly positive behaviour and children who consistently put our school promises into action.
- **Headteacher awards**- such as special stickers for work or behaviour, verbal praise, acknowledgement of children written on recognition boards, award certificates for outstanding actions in work or behaviour, merit certificates and badges.

## **When Things Go Wrong**

Most examples of undesirable behaviour can be dealt with informally by the class teacher/other member of staff and the child. We follow the PIP (Praise in Public) and RIP (Reprimand in Private) mantra. Children will be clear about the steps taken in the behaviour framework, but it remains at the member of staff's professional judgement as to when to apply the sanctions process. Staff have agreed the words to use- in referring back to the Promises words- when speaking to children (Manuscripts and Mantras). Children are individuals, whose needs may need a flexible approach.

### **Stepped Responses**

Staff will keep a note of the children involved in the behaviour responses on a class list. This can be shared with other members of staff and include break/lunch time concerns and act as a log of behaviour. This record is not 'on show' in classrooms.

Reminder- a reminder of the school rule being broken- quiet word- and behaviour choices. There may be more than one reminder.

Response- adult decides what the response should be if reminder lacks impact. Could be: further reminder, discussion with child at appropriate time eg end of lesson, time-out/cooling off period in classroom, time-out outside the classroom- with another class, time missed from break time to reflect on behaviour choices, chance to discuss with member of SLT. (SLT will note children spoken to and nature of issue- can be recorded on CPOMS). The Thinking Bench will be used as a place to reflect when out at breaktime and Think Again room will be available for children who need more time to calm/reflect over lunchtime. A file is kept to note the children attending Think Again.

Staff will always listen to the child, speak to others involved to ensure fairness and consider the root cause of poor behaviour choices.

Reset- if needed: time out (not seen as a sanction but time to calm/reflect) in or out of class (not in sight of classmates). Child should be welcomed back into the room/lesson.

Repair- restorative conversation, time to repair relationships. This could be very quick, symbol based and not needed every time, depending on the behaviour choices made.

Depending on the impact/nature of the behaviour (rudeness, fighting, stealing, hurting)- parents will be contacted if a child has had to spend time out of class or speak to a member of SLT. Poor behaviour choices, where parent and/or SLT involved should be recorded on CPOMS.

Each day is seen as a fresh start for behaviour choices.

If the above responses are not working and a child persists in making inappropriate behaviour choices then a more formal procedure will be employed. It should only be necessary in cases of persistent poor behaviour or an incident of a serious nature eg aggression/violence, child on child sexual abuse, bullying (nb Anti-Bullying Policy). It is vital that staff, parents and pupils work collaboratively and support one another to achieve success for the child. Children will be actively involved in the process at a level appropriate to their age and understanding.

### **Higher Level Response**

The class teacher or another member of staff, contact parents, usually by phone, expressing concern over the child's current behaviour choices. Parents will be asked to discuss the situation with their child and support the school in its expectation of appropriate behaviour. Team Leaders, AHT and/or Headteacher will be informed of the concerns raised.

If the behaviour persists or other incidents occur parents will be contacted again. At this stage regular meetings between staff and parents may be arranged to monitor the situation, which a member of the SLT will support with.

A behaviour plan may be drawn up between the pupil, parent and staff member to support monitoring of behaviour and identify improvements- such as a smile chart, home/school diary, report sheet.

Further time-out may be needed, for example at lunchtime.

The Headteacher or AHT may be involved in the meetings, follow-up actions with the pupils.

If the above has taken place and concerns remain, the following actions may result:

- All parties meet to consider whether it is appropriate for the child to be registered on the Code of Practice for Special Educational Needs/Disability- for SEMH needs
- Support from other agencies may be gained from using the SEMH panel process- such as the Additional Needs Team or Inclusion Partnerships
- A 'learning plan' will be agreed and drawn up
- The child is put on a formal report ie behaviour is recorded and monitored daily
- A shorter timescale/reporting schedule is agreed
- Temporary or permanent exclusion from the school would be seen as a last resort. Parents would be fully informed as to their rights regarding exclusion (DFE Exclusion from schools documents and LA exclusion protocols) and school would work very closely with the LA Inclusion leads and MAT CEO. Statutory documentation would be completed and shared with parents.

If a child has a recognised diagnosis which means that they have difficulty making positive behaviour choices, guidance for how best to support them will be shared with all staff- they may have different thresholds for sanctions and expectations and need personalised support.

### **Pupil's conduct outside the school gates**

Staff are able to raise concerns over pupils' behaviour when outside of school. Usually a member of the SLT would deal with such reported behaviour, with parents, which could be when:

- Taking part in school organised activities eg offsite visits, residential visits, when representing the school
- Travelling to and from school
- Misbehaviour when wearing school uniform- such as actions which may impact the orderly running of school, poses a threat to another pupil or member of the public, could adversely affect the reputation of school
- Actions have been taken online to cause upset or harm to another pupil, linked to school context.

## **Early Years Foundation Stage**

Through supported interaction with others, children learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

*Statutory Framework for the Early Years Foundation Stage 2021*

Within the Early learning Goal, **Managing Self**, children at the expected level of development will:

*-Explain the reason for rules, know right from wrong and try to behave accordingly.*

Within the Early Learning Goal, **Building Relationships**, children at the expected level of development will:

*-Work and play cooperatively and take turns with others*

*-Form positive attachments to adults and friendships with peers*

*-Show sensitivity to their own and others' needs*

From the start of nursery, children will be supported through the curriculum, and by working closely in partnership with parents, to work towards these goals. This is a vital part of our Early Years Foundation Stage curriculum at Christ Church.

The promises and values are introduced on entry in terms that the children will understand.

**Teach/Remind-** If a child is behaving in a way that is inappropriate the practitioners working alongside will gently explain and model the correct way to behave. This is ongoing throughout the practice and part of the curriculum.

**Response-** If a child is continuing to behave inappropriately we have created a quiet area where they can be taken. The area includes a feelings board and the child, when calm, will be encouraged to point to a picture that shows their emotion. We use as few words as possible and have developed small actions (sign language) to support; e.g. for sit down we say those two words accompanied by a flat hand, palm moving towards the floor. Children may miss out on the daily rewards, such as a short play on the big playground.

**Reset/Repair-** We always acknowledge how the child is feeling. We do not demand the child say sorry but we will work with the child and the child they have upset (if this is the case) to support them to play alongside each other cooperatively. If the child has had time away from friends in the quiet area we inform parents.

### **Serious behaviour incidents**

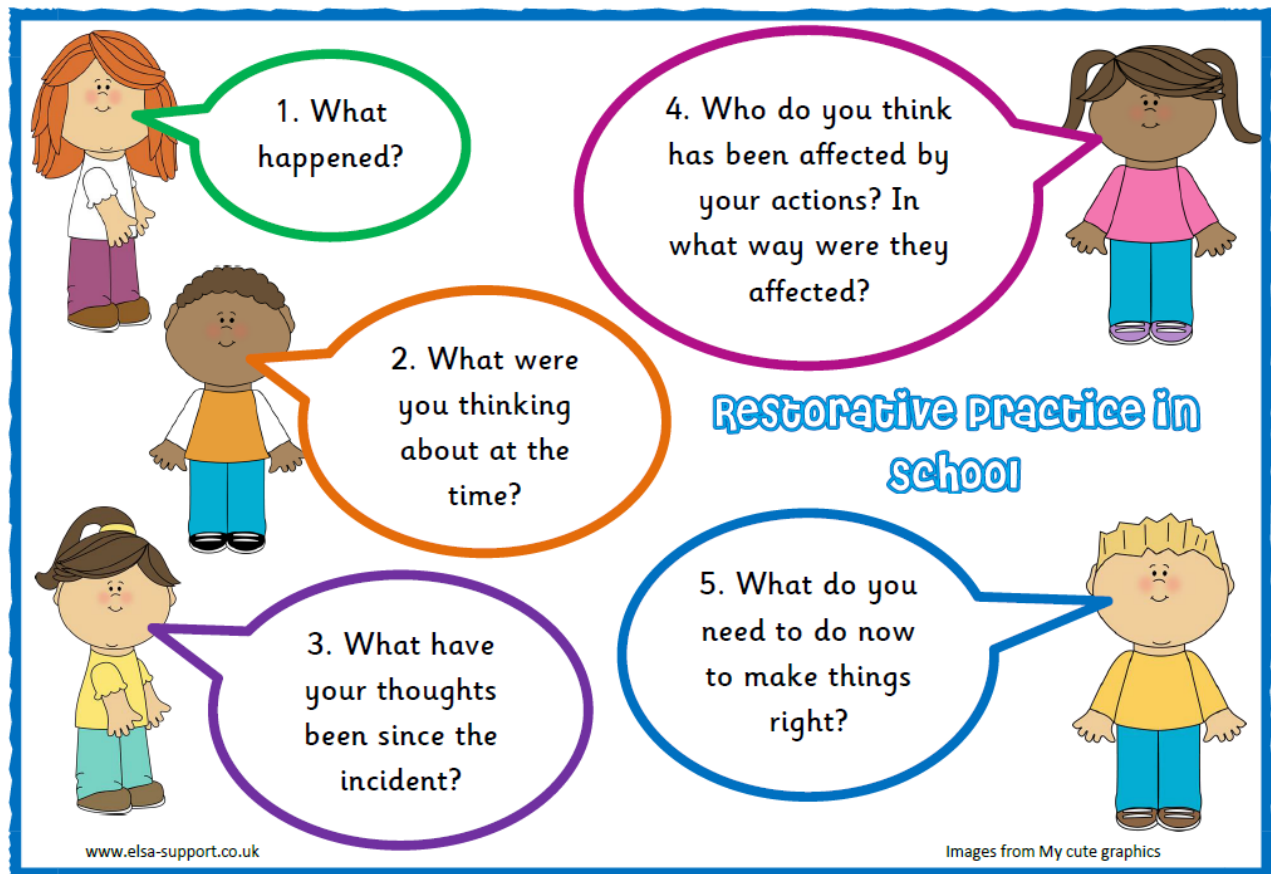
On the rare occasion that a child is in danger of hurting themselves or others (children or staff), or their behaviour is extreme, the child will be taken to a member of the SLT team for some time away from the classroom. When this happens parents will be contacted by phone and, if necessary, a meeting to discuss the behaviour will be held.

**Behaviour Framework and policy: September 2021, confirmed November 2021**

Review: Annually 2022 ✓ 2023 ✓

Mrs S Howard





### EEF Improving Behaviour in School- Summary of recommendations:

- Know and understand your pupils and their influences
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine
- Universal behaviour systems are unlikely to meet the needs of all your students, use targeted approaches to meet the needs of individuals in your school
- Consistency is key