

Christ the King Primary School and Nursery



Positive Behaviour Policy

Christ the King Primary School

School Rules

At Christ the King Primary School and Nursery

we have agreed that the Golden Rules will be in place:

1. We listen.
2. We look after property.
3. We work hard.
4. We are kind.
5. We are honest.
6. We are gentle.

Positive Behaviour Policy

At Christ the King we adopt a positive approach to Behaviour Management. Pupils are encouraged at all times to behave in an appropriate way, to respect the views of others and to be considerate at all times.

Good order and discipline is established and maintained in Christ the King through the implementation of our Positive Behaviour Management Policy. In Christ the King Positive Behaviour is rewarded and praised at all times. We pride ourselves on the beautiful behaviour of the children who attend this school.

The foundation of this policy is built upon the establishment of good relationships between pupils and teachers which can only be achieved by positive, stimulating teaching and learning being experienced by all children across the school.

It is the aim of this policy to

- Promote and encourage positive behaviour in all pupils.
- Raise the self-esteem of all pupils.
- Create an environment where all pupils are praised and rewarded for their efforts.
- Ensure a consistent well structured approach to Positive Behaviour Management
- Involve pupils in the management of their own behaviour.
- Adopt an agreed set of rules and principles which govern positive behaviour.
- Involve parents as partners in the promotion and adoption of positive behaviour management.

All staff in Christ the King Primary School will endeavour at all times to promote positive behaviour in all our pupils. We will expect good behaviour and have high standards for good behaviour. All staff will reward and acknowledge good behaviour. We will use a variety of methods to promote and reward good behaviour which will in turn raise and encourage high self-esteem in all our children.

- Verbal praise/Positive Affirmation
- Reward System
- Star of the Week Award
- Public acknowledgement of good behaviour at assembly
- Photographs displayed in the foyer
- Stickers and incentives given to children
- Circle Time
- Opportunities given to children so that they can succeed
- Class assemblies to celebrate children and their achievements
- Good news board in foyer
- Good news notes sent home to Parents
- Children's achievements outlined at Parent teacher meetings
- Visiting another teacher or Principal for praise and reward
- Trips and outings
- A homework pass
- Children's work marked consistently and fairly with positive comments

In Christ the King we ensure that the rights of all are protected but also understand that with certain rights come responsibilities.

Pupils have the right to:

- Be valued as members of the school community;
- Get help when they seek it, whether with their work or with bullying or personal worries, and have a sympathetic audience for their ideas and concerns;
- Make mistakes, and learn from them;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as reasonable, acted upon;
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- Develop and extend their interests, talents and abilities.

Pupils have responsibility to:

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class;
- Conform to the conventions of good behaviour and abide by school rules;
- Seek help if they do not understand or are in difficulties;
- Behave appropriately on the way to and from school;
- Speak to other pupils and staff in a respectful and kind manner;
- Accept ownership for their behaviour and learning, and to develop the skill of working independently.

Parents have a right to:

- A safe, well managed and stimulating environment for their child's protection;
- Reasonable access to the school, and have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- Be well informed about their child's progress and prospects;
- Be well informed about school rules and procedures;
- A broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child's education;
- A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home;
- Act as positive role models for their child in their relationship with the school;
- Attend planned meetings with teachers and support school functions;
- Ensure that their child/children behave appropriately on the way to and from school;
- Follow appropriate procedures for meeting with teachers e.g. making an appointment with the class teacher;
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Teachers have a right to:

- Work in an environment where common courtesies and social conventions are respected;
- Express their views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Expect support from parents in dealing with issues regarding behaviour and in supporting their child's learning;
- Adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- Behave in a professional manner at all times;
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with the parents any concerns they have about their child's progress or development;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

Regarding classroom management, teachers have a responsibility to:

- Create a positive, caring ethos;
- Actively promote the personal, social and emotional development of the pupils;
- Ensure their planning is effective with clear and realistic objectives for teaching and learning within a broad and balanced curriculum;
- Use a range of teaching strategies and tasks appropriate to the pupils' differing abilities;
- Establish clearly understood routines and provide children with a secure and orderly framework.

Support staff have a right to:

- Work in an environment where common courtesies and social conventions are observed and respected;
- Express their views and to contribute to policies to which they are required to reflect in their work;
- Adequate and appropriate accommodation and resources;
- Opportunities for professional development;
- Support and advice from colleagues and external bodies.

Support staff have a responsibility to:

- Behave in a professional manner at all times;
- Show interest and enthusiasm in children's learning;
- Support the on-going work in the school;
- Be sympathetic, approachable and alert to pupils in difficulty;
- Work alongside all colleagues to create a harmonious atmosphere in the school;
- Expect high standards and acknowledge effort and achievement;
- Deal with low level behaviour incidents as they occur;
- Follow school procedure for dealing with behaviour incidents outside the classroom;
- Consider the age and level of maturity of the child when dealing with unacceptable behaviour in the playground.

Implementing the Reward System

In Christ the King we all agree that Positive Behaviour should be rewarded and celebrated at all times.

In individual classes:

In each classroom, the school day is divided into three sessions.

Session 1: Morning-Break

Session 2: Break-Lunch

Session 3: Lunch-Hometime

- Every child will receive half an hour Golden Time to reward their good behaviour. This takes place weekly each Friday.
- All pupils who behave well during a session will receive a reward: a ticket which says Christ the King 1 reward. The reward token will then be exchanged for a pebble which will be placed in a jar. Once full the whole class receives a treat i.e. 5 minutes extra playtime. This encourages whole class collegiality.
- Each half-term all teachers will count the rewards for their class. The class with the greatest total of rewards will receive a treat. In this way emphasising the class ownership of positive behaviour.

Once earned a reward can never be withdrawn from any pupil.

Around the school:
Promoting a collegial response to positive behaviour

It is very important that positive behaviour is evident when pupils are moving around the school and when in other areas which are not their own classroom. This positive behaviour is rewarded as well thus promoting a collegial response to whole school behaviour.

All School Staff

All school staff can give children a reward token at any time when they see Golden Rules in operation. i.e. If a child helps another child who has fallen, or if a child is working hard, being kind and gentle etc. These rewards are then traded in the classroom for a pebble and all of this adds to each child being a valuable member of the class group.

Break-time/Lunchtime

The school rules will apply at break-times and lunchtimes also. There are designated time-out areas in both playgrounds. The teachers on duty at break-times and the lunchtime supervisors will be expected to promote positive play and will expect school rules to be adhered to. Should a misdemeanour occur then the Consequences of Poor Behaviour Routine will be followed.

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Monitoring the reward system

All teachers will monitor behaviour by using a tracking sheet.

If a pupil misbehaves or breaks a school rule during a session the teacher will apply the Consequences of Poor Behaviour Routine.

At the end of each week the teachers will collate the information on the tracking sheet to determine the levels of behaviour in their classes.

This information will then be forwarded to the Principal for the whole school monitoring purposes.

All Lunchtime Supervisors will report verbally to the class teacher any incidents they feel need to be brought to the attention of the class teacher. Any serious incidences will be reported to the Principal or in her absence the Vice -Principal.

The Principal will visit classes to ensure that all classes fully understand the Positive Behaviour Policy and are implementing it effectively and consistently.

Sanctions

In Christ the King we believe that sanctions should be:

- Applied in a fair and consistent manner by all staff;
- Be applied as soon after the offence as possible, not impulsively but in a calm and measured manner;
- Be proportionate to the offence;
- Defuse rather than escalate the situation;
- Allow the pupil to save face and encourage a more positive attitude in the future;
- Take account as necessary of the age, degree of maturity of the pupil and any special educational needs he or she may have, home background and any other relevant circumstances.

Sanctions should not

- Be applied to entire classes or groups of pupils, when the guilty parties have not been identified;
- Degrade pupils or cause them humiliation;
- Involve physical force.

Consequences of poor behaviour

It is thankfully very rare that we in Christ the King have to deal with incidences of poor behaviour, however we are all learning and we sometimes forget our good behaviour. It is therefore essential that we know that there are consequences to not behaving in an appropriate way at school. The consequences are as laid out below and will be enforced when necessary in a rigorous and consistent fashion. If a child loses all of their Golden Time - they will have an opportunity to earn back 15 minutes of it.

Consequences of poor behaviour: Sanctions

(These are applied in order)

- Warning
- 5 Minute Golden Time Withdrawal, up to 30 minutes in one week
- Time-Out in own class
- Time Out in another class
- Withdrawal of privileges (where appropriate)
- Break-time/Lunchtime detention with written work -Thinking about my behaviour
- Separate break/lunch from their peers
- 2 detentions in one week -referral to Principal

Class teachers will be responsible in the first instance for dealing with incidences of poor behaviour. Teachers will monitor behaviour in their class through our behaviour monitoring system.

Should the poor behaviour persist parents will be invited into the school to discuss matters and a plan of action drawn up. This plan will incorporate actions to be taken at school and at home where necessary. It is important that the school and home work very closely together to ensure that high standards of behaviour are prevalent in the school.

****Children who have been identifies as having Emotional and/or Behavioural difficulties through the SEN Code of Practice will have an individual behaviour plan.****

The following behaviour is regarded by our staff as not being conducive with the learning, safety, welfare and happiness of all in Christ the King.

- Physical Assault of any kind
- Persistent disruptive behaviour in class - Calling out in class, interrupting others and being inattentive when others are contributing to the lesson
- Refusal to follow instructions
- Name calling
- Being unkind or disrespectful to peers, including engaging in any form of bullying as outlined in our Anti- Bullying Policy
- Directing abusive language at other pupils or staff
- Defacing, destroying or hiding other pupil's belongings or school property
- Leaving the school premises without permission
- Leaving the classroom without permission
- Theft
- Running inside the school
- Unacceptable behaviour in the toilets, cloakroom, dinner hall, corridor e.g. throwing food

Procedures for Major Behaviour Problems:

- A verbal warning by the Principal as to future conduct.
- Withdrawal from the classroom to the office.
- An immediate telephone call to parents informing them of the situation. In most cases the Principal will contact parents directly.
- After-school detention with Principal.
- A meeting between the parents, class teacher, Principal and SENCO and the drawing up of an individual behaviour programme.
- A referral to Educational Psychology Service and/or Behaviour Support Team to access additional support.
- Consistent inappropriate behaviour at lunchtime will lead to exclusion i.e. pupil will go home for their lunch and return for afternoon class.
- Reduction of the school day for a specified period with a phased return.

- In the case of a serious assault/ repeated unacceptable behaviour suspension procedures will be initiated.
- If necessary the exclusion process will be invoked.
- The Principal informs the Governors, CCMS and WELB of all suspensions.

Monitoring and Evaluation

As with all school policies, the effectiveness of Christ the King's Positive Behaviour Policy will be evaluated by all staff on an annual basis. The objective is, that the procedures and approaches being advocated in our policy have a positive influence on the children's behaviour and learning.