

## **Behaviour policy**

### **The school's mission statement**

Cringleford CE VA Primary School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practices.

We will do this within a creative, caring and secure environment, where everyone aspires towards excellence.

One of our goals is to:

Treat everyone with equal consideration and respect, including those from all faiths or none.

Our school motto is:

**Respect, believe, achieve.**

We encourage our pupils to have the following attitudes:

A celebration of differences between individuals

- High self-esteem
- Positive attitudes towards other children and adults
- A good understanding of our core Christian values – respect, forgiveness, creativity, compassion, responsibility, friendship and courage.

### **School Ethos and Atmosphere**

We strive to make our school a community where individuals are important and consideration is given to all by all. We aim to build up a positive, supportive and secure environment for all children and adults in our school community. The staff's team-work and attitude to the children in their care will show by example that as a school we value sensitivity to one another's needs and respect for one another's opinions and talents. Praise and encouragement should be heard frequently in classrooms and staffroom as well as humour when appropriate.

As a church school we use assemblies as times of sharing when we build up a corporate school identity and discuss Christian values as taught in the Bible. Class R.E. and P.S.H.E. (personal, social & health education) sessions will give an opportunity for discussing moral issues, good manners and personal responsibility in a smaller group. We believe that the atmosphere we create within the school will help pupils to behave considerately towards others in the school community.

### **Classroom Management**

By efficient management of their classrooms, members of staff will try to ensure that children are stretched, stimulated and motivated, and that materials, reference books and learning aids are well-organised and easily available. A sense of involvement and active engaged participation in the classroom will assist good self-discipline. The environment should be interesting and the children within the class grouped sensitively.

## School Rules

Rules should be few and clear and applied throughout the school. Alongside the rules there should be certain clearly explained procedures which will assist the smooth running of the school.

### 1. Rules

- i. Children should walk around the school at all times
- ii. Children should only leave school premises if parental consent has been given and special permission obtained from the Headteacher.
- iii. Children should show respect and consideration for others. Hurting other children, physically or verbally, will not be tolerated.
- iv. Children should show respect and care for property.
- v. Children should be encouraged to settle disputes amicably.
- vi. Children should follow school procedures.
- vii. Bad language will not be tolerated.

### 2. Procedures

- a. Children should not arrive at school before 8.40 a.m. unless they are attending the before school club (Set Your Sights). Children in Years 1 and 2 will line up when they hear the whistle and Reception pupils do this as and when they are mature enough to be able to conform. Key Stage 2 children will walk into school.
- b. Teachers will ensure that their classes know the various procedures for playtimes.
- c. Children are expected to go outside at playtime and lunchtime unless supervision is available and they have special permission.
- d. At lunchtime a signal will be given and a card with the name of the year group will be held up when it is time for lunch (Years 3-6 only).
- e. At 1.10 p.m. the same procedure as for entering school in the morning will be carried out. After break and lunch, teachers of Years R-2 will collect their classes from the playground.
- f. Children should leave promptly and not play in the playground after school.

## Rewards

We acknowledge that rewards will be equally achievable by all children, regardless of ability and that there will be a healthy balance between rewards and punishments within the school. Parents will also be informed of rewards when possible.

Rewards are given for academic effort, considerate behaviour, improvement in attitude and other qualities; as well as "good work". Staff use their own systems as well as the whole school procedures to reward the children in their class e.g. through 'hoorays'.

### Years 3, 4, 5 and 6

These children are organised into teams and are given team points as rewards. Rewards are given for a wide range of efforts and achievements. Team totals are compared every

week and the winning team is displayed in the hall. A prize point automatically generates a team point and vice versa.

The house team that comes first in the weekly totals the largest number of times in a term will gain an additional treat, such as being given the opportunity to wear non-school uniform for a day.

### **Gold Book**

In addition a Gold Book will be used for the whole school. Children who deserve a special mention will have their names entered and will be congratulated in the weekly Friday morning assembly.

Children selected for the Gold Book will be given a certificate to take home.

### **Prize Points**

Children are given Prize Points (Raffle Tickets) for special effort in a number of areas such as good manners and helpfulness. These can be given by any adults in school. These points are placed in boxes until Friday when a draw is made in assembly. The winners choose a prize from the gold box.

### **Sanctions**

We recognise that punishments should be effective, fair and consistently applied but that there should be flexibility in the use of punishments to take account of individual circumstances.

Misbehaviour in the classroom should be quelled by words of disapproval from the teacher supervising and by directing the child to the task in hand. Disruptive or inappropriate behaviour of a child may lead to the teacher concerned keeping the child in at playtime or depriving the child of certain privileges. However, we hope that if this behaviour policy is effectively applied there will be little need for serious sanctions.

We recognise the importance of a structure within the school which staff can use if further support is needed. When applying sanctions the age of the child is taken into consideration although all children in the school are expected to accept the authority of the staff and other adults who care for them. Teachers employ a variety of sanctions of their own in discussion with their class.

- a) A Time Out system is used if it is felt that removal from the classroom for a short period would benefit the individual and/or the rest of the class. After two warnings the child is sent to another class for 15 minutes and a form giving details of the Time Out is passed to the headteacher or deputy before being filed in the office. The Headteacher takes any necessary follow up action.

Parents are informed after two Time Outs in a half term or whenever the school considers that parents should be involved in discussions about their child's behaviour. The Headteacher maintains a behaviour log which includes Time Out record sheets.

- b) Children may be asked to stay in during playtime following a serious breach of school rules – for example, the use of bad language or physical or verbal abuse directed at another pupil. Depending on the nature / context of the incident, parents will be informed that their child has been kept in during play time as a consequence of their behaviour and to reflect on how they might have been able to avoid such an incident recurring in the future.
- c) If a child has a violent outburst or disrupts the class in an unacceptable way, the headteacher or another teacher should be sent for. A red card may be used for this.

Parents will be consulted whenever their co-operation or intervention is thought to be beneficial to the situation in hand or if a very serious situation arises. As stated in the Home-School contract we expect parents to support the school's policies and guidelines for behaviour. However, we are aiming to encourage children to take responsibility for their own actions and to develop strategies of self-discipline.

### **Exclusion**

In the unlikely event of a child refusing to comply with the school rules and procedures and refusing to accept the authority of members of staff we reserve the right to exclude pupils.

For children causing continuous problems at lunchtime, exclusion for the lunch hour may be imposed.

If there are on-going concerns, the school will request specialist support from professionals to support the behaviour management of pupils. This might include the SENDCO, educational psychologist, Life Coach or Parent Support Adviser who works closely with the Hethersett Cluster.

### **Conclusion**

This policy will be explained to the children by their class teacher and reasons will be given for the rules made. It will be reinforced by the Headteacher in assembly on regular occasions. We hope that engendering respect for every individual within our school will keep serious cases of indiscipline to a minimum.

**Bullying** ~ see associated policy.