

## 1. OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all and the rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners.

## 2. AIMS

We continually strive to achieve our Vision Statement, "Inspiring Learning for Life," by aiming

- To inspire and empower each individual child to achieve the highest standard of which they are capable in all aspects of their life.
- To create a positive, happy, secure and caring atmosphere in which everyone can learn.
- To make school fun for everybody.

This document aims to set out the expectations of pupil behaviour at Croptorne with Charlton CE First School and to give an explanation of the agreed methods to be used by the staff in order to achieve this standard of acceptable behaviour. The purpose of this document is to give a clear explanation to parents and new staff of our expectations and agreed methods.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- learn and teachers can teach;
- operate with increasing independence;
- develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- grow in confidence and self-esteem;
- feel safe and supported;
- develop a wide range of knowledge and skills.

## 3. OBJECTIVES

1. Teachers and all other adults involved in the life of the school will endeavour to act as good role models for the children at all times. Every member of staff will engage with the children in a spirit of openness and trust, encouraging our pupils to ask questions, share their successes and failures and air their concerns so that appropriate, supportive responses can be made. Children will be treated fairly and consistently. (See also the school policy on Equal Opportunities.)

2. In the classroom every teacher will set aside time to listen to the children in circle time and will also be available before school and informally, at various points during the day, to listen to individual children.
3. 'Values Education' underpins our whole curriculum. Each half term a different value is chosen, eg, compassion, generosity etc and these are reinforced through assemblies and class teaching to enable children to develop empathy with others and reflect on their own behaviours.
4. All adults in the school should expect the children to treat them courteously and to respond to their reasonable requests. All pupils should expect staff to listen to their concerns and to offer support where appropriate.
5. Pupils will be encouraged to treat each other with consideration and respect. Each year the staff and pupils, in each class, will compile a set of rules, which specify how people should behave in our school.
6. It is our policy to encourage children to take responsibility for their own actions and to encourage independent learning strategies. Whilst children in the school are in areas where supervision is less rigid, it is the responsibility of the class teacher to establish appropriate strategies to ensure that the behaviour of the pupils meets our expectations.

#### **4. PLAYTIME AND LUNCHTIME PERIODS**

Teachers will ensure that the staff supervising the play and lunchtime periods are aware of any children who have experienced behavioural difficulties during the previous session. Likewise supervising staff will inform teachers of any children who have experienced problems during break times.

Staff will supervise pupils in all areas of the school during these break periods and encourage appropriate games to be played. Staff are aware that these periods are a "high-risk" time, when problems may arise, and will check areas, which may allow pupils to go out of sight.

To ensure that children are occupied at these times, a wide variety of appropriate play equipment is provided. Markings, which encourage cooperative playground games, have also been put down on the playground. Class 3 children are trained as 'play leaders' and help support younger children.

The movement of children from the classroom to the outside play areas and subsequent return is the responsibility of every class teacher. Class teachers should be ready to receive children at the end of break sessions.

#### **5. THE BEGINNING AND END OF THE SCHOOL DAY**

Children should feel that they are welcomed into school in the mornings. Every class teacher will provide an appropriate pre-registration routine for the age group, which she/he teaches. Alternatively, children may prefer to spend some time on the playground with their friends before the official school day begins. Two members of staff (usually TA and Head) are on duty to welcome families and supervise pupils.

At the end of the school day teachers are responsible for the pupils from their own class until each has left the site or are in the care of the adult responsible for collecting the child from school. Staff will take particular care that the cloakroom area and toilets do not become

overcrowded at the end of the school day. Any child, whose parents have not collected them by 3.15pm, will be taken into school by the teacher on duty. They will wait in a classroom or in the office area, where they will be safe until their parents arrive. They must not wait for their parents outside school, unsupervised.

## **6. THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

The staff and Governors, with the help of the parents and pupils, will endeavour to maintain the physical environment of the school to a very high standard. We expect everyone entering our school to treat the school environment with care and respect.

Pupils will be given tasks and responsibilities to help maintain the quality of the school environment.

Pupil's work and achievements will be celebrated throughout the school through the creation of displays of work and the exhibiting of completed models, books and other artefacts.

## **7. REWARDS**

The development of self-esteem is vital for the overall development of children. Thus, through our rewards and sanctions system, we endeavour to create a positive working environment and an atmosphere where effort is praised and achievement rewarded, for pupils and staff alike.

Praise and positive responses form the underlying principle of our approach, but sanctions will be made use of when appropriate. Any difficulties that arise, including those caused by challenging behaviour need to be dealt with as they arise.

Whenever possible all staff will publicly praise children for good behaviour before, quietly, condemning inappropriate behaviour. We feel that it is important that the praise should substantially outweigh the criticism. By rewarding and praising good behaviour, we believe that such behaviour is promoted and encouraged. The children and parents need to value these positive responses and they should be awarded carefully and consistently and given important status.

The positive responses consist of:

- 1) Praise and commendation, both informally (e.g. verbal praise, showing work to other staff,) and formally in our Celebration Assembly on a Friday afternoon.
- 2) Achievement Stickers given for good work, effort, participation, doing "the right thing", politeness, etc.
- 3) Display of work on display boards.
- 4) Movement up the Zone board, into either silver or gold (exceptional). Children in Class 3 are rewarded with a 'Golden letter' home when they move into the 'Gold Zone'.

Throughout the school, teachers and other staff will maintain high expectations of the behaviour of pupils and will intervene whenever it is appropriate to do so in order to maintain these high standards. All staff share a collective responsibility for the maintenance of good behaviour.

In all classes, the children's behaviour and work effort is monitored using a Zone board system, which is modified to suit the age range and needs of particular cohorts.

Each class teacher will be responsible for building a positive team spirit within their own classrooms. Where appropriate a system of class rewards will be used so that the whole class can benefit from the achievements of individual class members.

For example, in Class 2 every time a sticker is awarded a marble is placed in a marble pot and a class "treat" is triggered when the pot is full of marbles.

## **8. CELEBRATION/ACHIEVEMENT ASSEMBLY**

At the end of each school week an additional assembly is held in order to give out the Head Teacher's sticker awards for significant achievement in:

- academic (individual subject) work,
- personal achievement,
- notable application to a task,
- significant kindly acts
- cooperative work.

Each class teacher is invited to nominate a number of children (usually between 2 and 4) to receive these awards. Each class teacher also nominates a 'Star Worker of the week' who is entertained to tea and cake at the end of the week. In addition, we have a 'Caring tree' where acts of kindness are rewarded with a leaf - these can be written by any adult (parent or staff) or child.

## **9. SANCTIONS**

As a matter of policy we do not support the use of the following sanctions by adults in our school:

1. Shouting at children
2. Physical intimidation and/or threats
3. Scapegoating of individuals or groups of individuals.

Whenever possible we wish all adults in the wider school community to patiently help the children understand the reciprocal need for trust and responsibility. To reinforce our collective values staff may resort to the following system of warnings.

### **Stage 1 - Give a Warning**

When a member of staff sees a child clearly transgressing a school rule (see appendix) s/he will talk to the child/ren involved and calmly but clearly warn them that their transgression has been noted and must stop. In class 2 and 3 this will probably mean movement down the Zone board into amber.

**NB:** "Warnings" will not be given on the hearsay evidence of other children or when there is any doubt in the mind of the member of staff. Whilst we see it to be important that the rules are applied as evenly as possible consideration will also be given to individual children's special circumstances, which may be causing short-term behavioural difficulties.

### **Stage 2 - Movement down the Zone board**

When a child fails to heed the warning given, their name may be moved to a lower reward zone. The red zone is only used for particularly poor behaviour such as violent conduct, abusive language or lesser offences that are repeated continuously, despite numerous warnings.

### **Stage 3 - Removing the child or children from the situation**

If the unacceptable behaviour continues, despite repeated warnings, then the individual/s involved must be prevented from continuing by being removed from the area of conflict. In classes 2 and 3, the child's name is also moved into the red zone.

During lesson time, pupils will be isolated a) within the class; b) immediately outside the class but still under the supervision of the class teacher; c) in another area of the school away from their own peers and under the supervision of another member of staff. Each stage shall be applied in this order, as required and, prior to reintegration to the class; each stage is revisited in reverse order.

At playtime and lunchtime children may be sent in to see the class or head teacher and will remain either in the classroom or office area.

### **Stage 4 - "The Letter Home"**

If during the same day a child continues to flagrantly break the rules a letter will be sent home explaining the situation and inviting parents into school to discuss the matter. Where letters are repeatedly sent home (e.g. 3 in one term) then the Head Teacher will consider what further action is required to modify a child's behaviour. This may involve the use of an Individual Behaviour Target Sheet to focus the child's mind on improving certain aspects of their behaviour and to provide a record of the frequency and any patterns of behaviour that may form. In extreme circumstances or where the anti-social behaviour is affecting the education of other children, the Head Teacher has the power to exclude a pupil.

#### **Outcomes:**

This policy promotes the caring and nurturing ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress and will promote the high standards and high expectations of stakeholders.

This policy was approved by the full governing body in May 2010

This policy will be reviewed in May 2011

Governor responsible: Jane Powell