

# Christ Church New Malden

Church of England Primary School

## *Behaviour Management Policy*

Committee responsible	Pupil Impact Committee
Approval required by	Pupil Impact Committee
Statutory or Recommended	Statutory
Frequency of review	3 years
Date last reviewed	December 2017
Date of next review	October 2020
Display on website	Yes
Purpose	To provide safe and ordered school environment
Consultation	Staff, Parents, Pupils, Governing Body
Link with other policies	Anti-Bullying, Home-School Partnership

	Signed	Date
Headteacher		5/12/17
Chair of Governors		5/12/17





## **1 Introduction**

Christ Church New Malden C. of E. Primary School (CCNMP) aims to provide a caring Christian community where all pupils are valued and nurtured within a safe environment. Pupils are taught to follow our school's versions of the Golden Rules (see Appendix 1).

Positive behaviour is rewarded and celebrated and pupils are encouraged to take responsibility for their actions.

Behaviour that is not acceptable to others is corrected as appropriate, making clear to the child that it is the behaviour that is being criticised and not the child as a person. Good behaviour allows learning to take place and raises achievements for all pupils.

This policy should be read in conjunction with the schools' Ethos, Anti-Bullying Policy and the Home School Agreement.

### **1.1 Purpose**

To provide a safe and ordered environment for pupils in the school. Every pupil attending Christ Church School has the right to learn and play within a safe environment without worries or fears. This will empower everyone to "Become the people God made us to be".

### **1.2 Aims**

- Foster positive relationships between children, teachers and parents to establish outstanding behaviour.
- To establish consistent practice throughout the school to promote and encourage positive behaviour.
- To develop self-discipline and the ability to learn independently and to work co-operatively.
- For pupils to understand how their behaviour affects others.
- For pupils to understand the difference between acceptable and non-acceptable behaviour.
- To foster a caring attitude and respect for each other, the school environment and property.
- To nurture the importance of telling the truth.
- To ensure fairness and equality of opportunity for all pupils.



### **1.3 Wider School Ethos**

Our school is founded on the Christian values of care and responsibility and these are the qualities which are at the heart of our expectations for good behaviour.

### **1.4 Consultation**

This policy was written by the Senior Leadership Team (Tabitha White, Andrew Burkinshaw, Nicola Brooks, Sian Robertson) in consultation with:

Teaching and non-teaching staff – during INSET day, Autumn 2017

Parents – parent representative meetings

Pupils – school council discussion Autumn 2017 (see Appendix 2)

Governors – pupil impact committee full governing body meeting Autumn 2017

### **1.5 Guidance**

This policy is underpinned by guidance from Jenny Mosely (behaviour consultant).

## 2 Procedures and Practice

### 2.1 Roles and Responsibilities

From the school, it is expected that:

- Staff will seek to create a safe and caring place for each child.
- Each child will be valued as a person.
- Teaching and Learning will be appropriate to the child's ability.
- Clear information will be communicated to parents about general school routines.
- Parents will be informed of celebrations of their child's successes
- Parents will receive early warning of any problems.
- Opportunities will be made available to discuss any concerns or problems.

From the parents/carers, it is expected that they will:

- Ensure their child's regular attendance.
- Get their child to school on time and with the correct equipment and uniform.
- Check their child does not bring inappropriate items to school.
- Provide up-to-date contact information.
- Discuss problems with the school, initially with the class teacher.
- Keep the school informed about changes in a child's life at home that may affect their child's behaviour in school (this will be kept confidential).

### 2.2 Encouraging Good Behaviour

Effective praise helps a child recognise his/her achievement; it acknowledges effort, focus attention of positive behaviour and fosters intrinsic motivation. It also stands as a role model for other pupils.

Pupils are taught to respect others in our daily lives through our PSHCE and RE curriculum and collective acts of worship focusing on Christian principles in action.

The school has developed four clear stages for recognising and praising good behaviour linked to the Golden Rules. These are shared with all staff and pupils and on display in every classroom. (See Appendix 3 for details).



- **Post-card home**
- **Rewards (whole-school recognition)**
- **WOW (In-class recognition)**
- **Praise**

## 2.3 Addressing Unacceptable Behaviour

We recognise that children sometimes get angry and behave badly. However, it is vital that they are taught to put things right again and to say sorry. Problems should always be drawn to a satisfactory conclusion for all parties involved. The approach used will depend on the age and understanding of the children involved. Correction is seen as a positive way forward and a step in learning improved behaviour.

The school has developed four clear stages for dealing with unacceptable behaviour. These are shared with all staff and pupils and on display in every classroom. (See Appendix 4 for details).



- **Look**
- **Thinking**
- **Time Out**
- **Red Card**

### 2.31 Lunchtimes

At lunchtimes, we are committed to using the same behaviour management strategies both for encouraging the good and addressing the unacceptable. A member of SLT is available at each lunchtime to deal with any serious issues. Lunchtime staff have termly meetings with SLT in which behaviour can be discussed. Lunchtime staff have incident recording sheets which are given to class teachers if follow up is required.

### 2.4 Bullying

Our school takes incidents of bullying very seriously. Our behaviour policy should be read in conjunction with our anti-bullying policy.

### 2.5 Monitoring and Evaluation

Senior management will monitor behaviour sheets weekly. The pupil impact committee of the governing body will consider an analysis of behaviour across the school each term.



## Appendix 1

### Our Golden Rules

“Treat others as you want them to treat you.” Matthew 7:12

- We are gentle
- We are kind and helpful
- We listen carefully
- We are honest
- We do our best
- We look after things

## Appendix 2

School Council's list of examples of behaviour to be praised and unacceptable behaviour.

School Council 1st December 2017

Good Behaviour	Bad Behaviour
Be kind Look after other people Tell the teacher if someone is hurt	Upset each other Say mean words Bully
Use kind hands and kind feet	Run into someone Hurt someone Fight Be violent
Take turns Work together Be inclusive to everyone Play with people who want to play with you	Go on things when it's not your turn Exclude people Break up Say you're a friend and then not be a friend
Listen Be quiet Put your hand up	Shout in class Make disturbing noises Talk when the teacher is talking Talk in Collective Worship
Be helpful	
Look after property	Steal
Tell the truth	
Be respectful Use manners Set a good example Smile	Be disrespectful Being rude to staff Use bad language Make rude signs
Sit properly Line up when the bell goes Always do your homework Always hand in your reading record	Be silly Mess around in lessons

## Appendix 3

### Postcard home

*For displaying exceptional behaviour and attitudes to learning. This would include types of behaviour/learning which are exceptional for an individual; random acts of kindness; consistently positive behaviour and hard work.*

Written by staff member, signed and posted by Miss White/office

### Rewards

*For consistently displaying good behaviour for learning and conduct by following the Golden Rules around the school.*

- “You’ve been spotted” cards – chance of winning end of term raffle prize in Collective Worship from Miss White
- Certificate – “Star of the Week” given in weekly Celebration Assembly
- Writer of the week
- Attendance Tea Party
- Showing other classes/staff good work
- Stickers
- Cumulative class reward – eg extra climbaround, free choice (please discuss with phase/KS leader)

### WOW – in class recognition

For good behaviour for learning by following the Golden Rules including consistently participating, respecting others, taking care of equipment and trying their best!

- Your class’s system – eg Dojo points, raffle tickets

### Praise

For following the Golden Rules including participating, good listening and looking, doing the right thing, turn taking, respecting each other and their property keeping the school tidy, putting equipment in the right place, being in the right place at the right time, being friendly, sharing, looking out for each other, giving personal space, being positive, never giving up and working hard at all times.

- Verbal comments

## Appendix 4

### Look

For not following the Golden Rules/ eg calling out, disrupting.

- Give them a “look”
- Go over to them
- Quiet word

Make this stage an explicit warning.

### Thinking

For repeating inappropriate behaviour in that teaching session.

- Give a verbal instruction to think about their behaviour (move the child within the class/change activity if appropriate)

Mark this stage with a tick on the behaviour sheet as soon as possible.

If you require follow up, mark on the behaviour sheet and a member of Senior Management will discuss ways forward.

### Time Out

For repeating inappropriate behaviour again, after having thinking time, in that teaching session, or for a more serious unkindness (word or action) to another child/adult.

- Send to Phase Leader or Key Stage leader (Juniors) Parallel class (Infants) for 10 minutes. The child will be given a reflective incident sheet to complete. They will then be returned to class with another child/adult.

Mark this stage with a TO on the behaviour sheet. A member of senior management will ensure an appropriate follow up or sanction in discussion with the teacher. This will be recorded on the child's SIMs record.

### Red Card

Received after 2 Time Outs (in a day or week) or for more serious incidents such as consistent disruption, dangerous behaviour, swearing, homophobic language, racist comments, using inappropriate verbal or body language to an adult and bullying.

- Send to Miss White, Mr Burkinshaw, Mrs Brooks or Mrs Robertson

They will decide whether to contact home, contact home if appropriate and then agree ways forward eg behaviour card, sanction. This will be recorded on the child's SIMs record. (In the case of most extreme behaviour the school will consider internal or external exclusion)