

CURRICULUM POLICY DOCUMENT

Previous : March 2016
Revised : September 2017

A POLICY FOR BEHAVIOUR MANAGEMENT
(including use of force policy)

I have come that you may have life and have it to the full.

John10:10

MISSION STATEMENT

God is at the centre of everything we do

We aim for our school to be a happy, well-ordered place where all individuals are valued. To this end, decisions concerning school rules and discipline need to be known and shared by everyone enabling all to flourish in a secure and safe environment.

Specifically, Behaviour Management should ensure that each child:

- learns to value the dignity of every individual
- is encouraged to work towards a level of self-discipline which is appropriate to their age
- is helped to become a valued member of the school community
- is taught social responsibility and the effects of their actions on themselves, other children, adults and property
- is taught respect for other people's beliefs and opinions
- is taught about relationships and how to promote positive relationships
- is shown polite and courteous behaviour
- has good behaviour acknowledged- is entitled to be publicly praised and where possible privately admonished
- understands the importance of reconciliation and forgiveness as expressed in the gospel.

Methods

All children should be involved in the making and keeping of school rules. These should stress positive action based upon gospel values.

Each class teacher is responsible for discussing their classroom code of conduct. This will take place at the beginning of each academic year. The class code will then be displayed in the classroom, as a witness to our aims and expectations. Children who join the class through the year should be made aware of this code.

It is very important that all members of staff should promote good behaviour. Likewise all members of staff need to be aware that they are role models and should be an example to the

pupils. Their manners, reliability, timekeeping and relationships with others, all influence the children's behaviour. Staff must always be aware that all children need to be valued. Praise and appreciation of children's efforts and contributions, is an essential part of this policy.

Reward Systems

We operate reward systems to praise and encourage pupils for good conduct, and actions, which show that they are responding to the school's behaviour policy.

A house system operates within class to motivate and reward pupils. Team points are allocated to reward good behaviour or work. Every week the team points are counted and the winning team receive a cup every week. The winning team are allowed to wear their own clothes on the last day of term.

Gold cards are issued for especially good effort. In KS1 three gold cards, or in KS2 five gold cards, are rewarded with a small prize from the head.

In addition to this, the whole school celebrates achievement at a weekly assembly. Two pupils per class are named as "stars" and their achievements are identified publicly by staff and Good Manners trophies are awarded in KS1 and 2.

Golden time can be used to promote good behaviour.

Star of the Day is similar to the assembly stars of the week but is used in class on a daily basis.

Dealing with Behaviour Problems

When positive methods have not influenced appropriate behaviour, staff need to act consistently. Sanctions for children who show disregard for school discipline will normally begin at class teacher level and are as follows:

1. Pupil instructed to amend problem behaviour.
2. Failure to comply will result in pupil being moved to a different place within the class.
3. If problem behaviour continues after moving the child within your classroom, then the child will be requested to go to another class for the morning or afternoon lessons and parents will be informed.
4. If the behaviour continues and the child has to be moved to another class again, the child will then be put on a Behaviour Monitoring Sheet by the class teacher and parents will be informed.
5. Teacher will use the monitoring sheet for a two week period (the Headteacher or other Senior Teachers will be informed). At the end of this period, parents will be asked to meet the class teacher (and other staff as appropriate) for a formal discussion.
6. If no progress is seen one of the following may be applied:
 - an in-house intervention from our Emotional Literacy Adviser,
 - an in-house exclusion where the child will be isolated from their peers for a designated period
 - a referral to the Early Help Hub for specialist intervention from the borough's behaviour management team

Exclusion

A fixed term exclusion or permanent exclusion may be applied at the discretion of the Headteacher and Governing Body.

Time Out

Pupils who physically hurt others, who disrespect any members of staff or who use bad language will have a 'time out' during lunchtime the following day. This is a positive strategy, giving the child to think about their actions and to go out the next day and show they are sorry and have learnt their lesson by demonstrating the appropriate behaviour. If however a child has been put in Time Out three times (in a six week period) for the same misbehaviour, then parents will be informed. If a child continues to hurt others at playtimes, then this child will be excluded

from being in the playground for a period of time and will work with our Emotional Literacy Adviser on this area.

Red Card System

A red card system has been set up to tackle such misbehaviours as 'name calling' or 'put downs' to other children or any disrespect in tone, words or actions towards staff. If these actions are taken by a child he/she will be issued with a red card. Three red cards within a two week period will result in a visit to the Headteacher and contact made with parents via email.

When sanctions are employed they derive from a desire for reconciliation and forgiveness.