



Newbottle and Charlton C.E. V.A. Primary School

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BEHAVIOUR POLICY

(Statutory – Annual review)

Adopted by the Governing Body on [Date]:	
Reviewed by:	Standards & Curriculum Committee
Date of committee review:	
Chair of Governors Signature:	
Date of next review:	November 2018



Newbottle and Charlton CEVA Primary School

Newbottle & Charlton CEVA Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values and wheel with hope, dignity, wisdom and community at its hub.

Behaviour Policy

This policy is intended to support and develop self-discipline and the awareness of the needs of others.

Aims:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable/unacceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships which enable children to become positive citizens of the school and the outside community
- To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults in School:

The adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Adults in the school aim to:

- Create a positive climate with high but realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Provide a caring and effective learning environment
- Encourage relationships based on honesty, integrity, kindness, forgiveness, respect and understanding the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability, disability or religion
- Show appreciation of the efforts and contribution of all

Positive Behaviour

The school believes the best way to encourage and ensure positive behaviour is to recognise it and reward it. This instils confidence, self-esteem and a sense of pride in children.

The PSHE Curriculum supports systematically the development of positive behaviour. The language of SEAL is used throughout the school by teaching and non-teaching staff to support behaviour and assemblies promote values through stories and examples.

At the beginning of each year, each class writes their own set of rules and expectations together in line with the key aspects of SEAL.

The SEAL units are split over classes to avoid repetition and drive key learning in these areas :

Oak and Elm: New Beginnings, Relationships, Getting on and Falling out

Ash and Birch: Changes, Going for Goals, Good to be Me

A number of other documents and resources support the teaching of Behaviour in school including Yasmin and Tom (FPA), Christian Values, British Values and specific PSHE weeks incl Anti Bullying Week and E-Safety.

At Newbottle and Charlton CEVA School, we expect all members of the school community to:

- Be Polite
- Be Respectful
- Be Helpful
- Be Kind/Caring
- Be Understanding
- Have a Positive attitude
- Show good team work
- Cooperate
- Work hard and to the best of their ability
- Be tolerant
- Take responsibility
- Show self-discipline
- Forgive
- Listen
- Have pride in themselves and their school

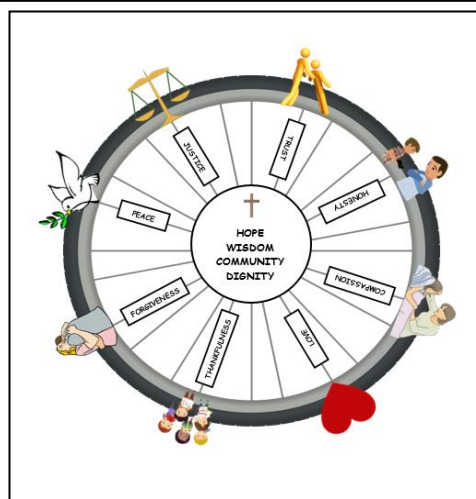
BRITISH VALUES

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

GROWTH MINDSET

Challenge
Hard work
Ambition
Resilience
Life-long learners
Tenacious
Optimism
Never giving up



Recognition of Positive Behaviour

Children who demonstrate the above behaviours are rewarded in a variety of ways:

- praise and recognition within class and/or the group;
- stars for good work (3 ticks) and also displaying particular acts of kindness/help, being polite; this will be rewarded by the team (air earth fire or water) who receive the most stars in school each week receiving golden time.
- Showing work to Headteacher who will recognise good work.
- display of their work incl. on masterpiece board;
- Afternoon tea with HT first Fri of every month

- **Star Certificate:** children are awarded stars in class for hard work and positive behaviour. These are put on a star chart. When children achieve 15 stars then a certificate of achievement will be given out in Achievers' Assembly on a Friday. Children will receive a small gift when they receive their certificates.

- **Achievers' Awards:** each week teachers choose two children from each year group to receive the class "Achievers' Award". The award is given out in Achievers' Assembly and the teacher tells the rest of the school about the positive work/behaviour of their chosen achievers. Where possible these link to the principles of a Growth Mindset. The names appear on the weekly newsletter as recognition for their achievements too.

- **Head Teacher Value Awards** – these are awarded weekly linked to the Christian Values and other values / behaviours etc. that have been seen by the Head teacher around school. They also have been passed on to the Head teacher by children, parents and other staff.

- **Individual Awards:** The school understands that there are some children who have difficulties socially and emotionally. Therefore these children have additional support and systems of rewards to encourage positive behaviour. These include daily "What I'm Proud of" and "What I've Done Well Today" charts; specific behaviour targets which when achieved result in 10 minutes of "golden time" and other systems which are adapted to suit the individual child.

Behaviours Specific to the Playground

In October 2016 following a review with a number of stakeholders the following outside reminders are to be used. The traffic light charts (or equivalent) may need to be adopted, same as those used in class, outside to track and monitor behaviour in the same way as in class.

- ✓ Have fun enjoy yourself and make the most of the time outside.
- ✓ Do your very best to get on with everyone.
- ✓ Have kind hands, kind feet and use kind words.
- ✓ When all the school are out at play small balls/activities can be played with on the playground (that take up a small part of the playground).
- ✓ Football is only to be played on the field when permission is given by adult on duty.
- ✓ Ensure you follow the boundary rules – only go where an adult can see you.
- ✓ Make sure you ask permission to collect a ball.
- ✓ Use seats and benches to sit on properly.
- ✓ Ensure you walk from school onto the playground and vice versa.
- ✓ Ensure at the end of play you line up and are quiet.
- ✓ Look after the play equipment and play with it as it should be.
- ✓ Watch where you are going when running.
- ✓ Make sure you stay outside unless you ask permission from an adult to go in.

The school operates a "zero tolerance" policy towards negative behaviours which specifically target others based on race, ethnicity, religion, gender and disability. These incidents are recorded in a single, central record, reported to governors, treated as major offences and may result in exclusion.

Any incident involving an unprovoked assault on a member of staff or another child will result in immediate exclusion.

Any incidents of bullying behaviour are taken very seriously. Please see the school's Anti-Bullying Policy.

Inappropriate behaviour

While it is hoped that all pupils will value and respect one another as well as recognise the benefits of positive behaviour and attitudes, there will be times when inappropriate behaviour does occur. On these occasions adult responses are administered calmly, consistently and reasonably. The focus is always on the behaviour.

Behaviours at Newbottle and Charlton School which we do not wish to see are:

- Physical aggression e.g. Hitting Kicking Punching Spitting Fighting
- Verbal aggression e.g. Name calling, Swearing, disrespecting an adult
- Damaging/Disrespectful to property e.g. Theft, Vandalism

For pupils who engage in inappropriate behaviour in class, there is a procedure to follow; this is also true of unacceptable behaviour in less structured times e.g. break times and lunchtimes.

Below are the steps staff will take. Each class/teacher may have a behaviour book to record incidents and track behaviours being displayed. This allows for common patterns to be identified as well as a record to refer back to.

In class behaviour

- TA's and teachers deal with behaviours in class, TAs inform Class teacher of any inappropriate behaviour.
- All classrooms will have a traffic system or equivalent in place to support the promotion of both positive and negative behaviours.
- Teachers put own strategies in place such as a reward/sanction program.
- If strategies employed are not working then:
 - 1) Seek help from other colleagues- ask for strategies that may have worked before
 - 2) Parents need to be informed of behaviours and regular conversation needs to take place
 - 3) If this is still not helping then ask for support from Headteacher
 - 4) Parents must meet CT and Head together. CT to lead meeting
 - 5) If behaviour continues then a further meeting with the Headteacher.
 - 6) If this is still not working then outside agency support shall be sought.

No child should stand outside a classroom or the Headteacher's office.

If child reaches bottom layer of system in classroom, then they will be asked to go and work in another classroom for a short period of time.

If this is repeated regularly then they will be asked to work in the Ht's office.

Out of class Behaviour

- Lunch sup/adult on duty must inform Class Teacher of all serious incidents from outside whether this is inappropriate behaviour with another child/group of children or not following instructions from an adult. Lunchtime staff have books to record all incidents they deal with in. The serious incidents that need further investigating and discussion will go to class teacher. These are also tracked on the chart outside by names being moved down.
NB Staff must not (where possible) deal with incidents that involve their own child.
- CT to ensure ALL children are interviewed and must be allowed to be given the opportunity to share what has happened from their perspective. This should be recorded.
- Children will be reminded of behaviour expectations including outside reminders at Newbottle and Charlton CEVA Primary School and explain the consequence of what will happen if the behaviour happens again.

- If in the same week a similar incident presents itself then they will need to stay in at lunchtime for Reflection. This will need to be shared with Headteacher.
- Parents need to be informed by a phone call from CT at this stage
- If the behaviour is repeated a third time then the child will reflect on behaviour with Headteacher and call will be made home this time from Headteacher. Next steps will be decided with parents and Headteacher.
- Any further incidents may result in children having to eat lunch at home.

Relax Kids is a possible intervention to be run at 1pm for children – they may be invited or it may be for those that wish to attend. This will help to calm any children who may have difficulties emotionally or in such situations when playing outside.

Reflection

This is a time for children to reflect on their behaviour whilst being separated from peers and missing a playtime. It is a purposeful time though when children should discuss/think what they could have done differently using reflection sheet and write a letter of apology if necessary. If occurring frequently then it needs to be carried out on a rota basis. Whilst a time to think about their behaviour it is not a detention, children should be given the opportunity to talk about their feelings and the feelings of others following their actions. A serious behaviour form for a child to complete is used for them to record feelings and thoughts and how things may need to be done if presented with the problem in future.

Exclusion

In very minimal cases children may need to be excluded due the severity of the behaviour or the continuation of behaviour. Each case will be dealt with individually. This in the first instance will be an internal exclusion at school where the child will be separated from their peers for a half a day and complete work. In rare instances it may also be necessary to externally exclude where the child will complete work at home.

Pupils with Special Educational Needs

Pupils who consistently challenge the values and expectations of the school will be given an Individual Education Plan which specifically targets their behaviour. Part of this plan may include a behaviour coach; a school mentor and/or individual targets and sanctions which are realistic for that child. The school works closely with outside agencies. For pupils with persistent and serious behavioural problems, at least one of these agencies will be contacted by the school for further support and advice.

Individual staff should discuss any perceived need for an IEP with the Headteacher and the child's parents.

This policy was written after consultation with pupils, teachers, support staff, parents and governors. **This policy will be reviewed in November 2018**