



St Cuthbert's

C of E Infant & Pre-School

Roots to grow, wings to fly

Behaviour Policy



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Philosophy

At St Cuthbert's C of E Academy Infants and Pre-school we believe that positive behaviour is essential for effective learning and teaching. We are committed to creating a safe, respectful, and nurturing environment where children develop socially, emotionally, and academically.

Our behaviour policy is built on the following core values

- Friendship
- Love
- Respect
- Honesty
- Forgiveness
- Courage

We encourage all parents to work in partnership with the school to address any concerns they may have about behaviour. In order for sufficient time to be given to the discussion and any background information obtained, parents must make an appointment via the school office with the appropriate person.

Aim

The aim of this policy is to:

- Promote positive behaviour and emotional well-being through the school ethos
- To promote the value of kindness and strong relationships between pupils, staff and parents
- To ensure consistent and positive approach to behaviour
- To be fair and to be seen to be fair
- To support early interventions and restorative approaches
- To build positive self-esteem in our children
- To help our pupils grow into responsible citizens
- To treat everyone with respect

Outcomes

Children will:

- Have a clear understanding of what is expected of them



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- Work in a positive, supportive environment
- Be rewarded for good behaviour
- Use taught strategies to regulate emotions
- Become self-disciplined and responsible for their own actions with support and guidance.

Staff will:

- Make expectations clear
- Model respectful behaviour
- Build positive relationships with pupils
- Maintain a positive, supportive environment
- Monitor the sanctions to provide feedback and review
- Maintain the dignity of every child

Parents will:

- Work in partnership with the school
- Be clear as to our rewards and sanctions.
- Feel their children are supported and cared for
- Inform the class teacher should any concerns arise about behaviour

In order to promote a good start to each session staff should:

- Be prompt to welcome their children to the classroom
- Be available to deal with parental concerns
- Monitor lining up
- Bring the children in quietly
- Support staff should be in the class in time to help receive the children and ensure a calm start to the session.

We will actively promote good behaviour through the curriculum by:

- The children being involved in setting the class and school rules
- Good classroom management and organisation
- Clearly planned curriculum, which stimulates the children, motivates and sustains interest
- The use of positive language
- Insist on good behaviour
- Listen to children



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- Display work to show that it is valued
- Enable learning to ensure all abilities are catered for
- Use an audible signal for quiet e.g. a shaker.
- Ensure a consistent approach from support staff
- Ensure children understand what is expected of them
- Ensure resources are appropriate and available

School Rules

- Be kind
- Always try your best
- Take time to think

Class rules

- We do as we are asked the first time
- We take our turn
- We listen to others
- We keep our hands and our feet to ourselves
- We allow others to work without being disturbed
- We walk in school
- We use our indoor voices
- We pack away
- We look after school property

Rules, class signals and reward system will be made obvious to Supply and Cover staff.

- Class rules are written by the children at the beginning of the school year and revisited often
- Each class has a visual timetable on display
- Certain children may have an individual visual timetable and / or choice cards / 'Now – then display as appropriate

Playground Behaviour

- Staff are pro-active in looking for and praising good behaviour
- Staff promote games and social skills
- Staff help establish the truth of a situation and negotiate solutions with the children



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- Staff help children to be pro-active in solving issues without aggression

Playground Rules

- We do as we are asked the first time
- We keep our hands and feet to ourselves
- We keep unkind words to ourselves
- We tell an adult if we have a problem we can't fix ourselves
- We stop when the first bell goes
- We walk to our line at the second bell

Rewards for Behaviour

Children who keep the rules should be openly rewarded

- Kindness awards are given in Collective Worship
- Head teacher postcard home may also be given for more exceptional good behaviour.
- Teachers may set up whole class reward systems e.g. marbles in a jar, Class Dojo points KS1 which earn a whole class reward e.g. extra Curiosity Time depending on the needs of the class.
- Once a child is rewarded, the reward cannot be withdrawn.

Rewards for Work

Rewards for work are separate and should link to targets. They can be

- Stickers / smiley faces on work
- If very good, can be sent to the Head teacher for a sticker or postcard home to parent/carer

Star of the Week

This is awarded by the class teacher to a child who is consistently trying, doing good work, being helpful and joining in, or who suddenly makes good progress. It is presented to the child in a Friday Celebration Collective Worship.

It is not part of behaviour management plans for children with behavioural difficulties.



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- Each class takes it in turn to choose a 'star of the week'. Whereas 'good listening and sitting' are important, reasons for star of the week need to be specific so a parent can discuss with their child with genuine pride the reason for the award.
- The children are photographed by the teaching assistant or their parent/carer with their certificate, Star of the week pencil and badge.
- They receive a certificate stating why they are a star in the 'Star of the week' in Collective Worship

The class teacher is responsible FOR showing that every effort has been made to ensure the good behaviour and continued learning for the pupils in their class.

Teacher Standards DFE May 2012 Teachers must:

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Behaviour Consequences

- Child given a 'reminder' of expected behaviour
- Child given a second reminder to change their behaviour
- Child given a reminder and short time set apart from their peers for reflection. On rare occasions a child may be sent to the head teacher to have behaviour expectations reinforced.
- Child taken to another class for a specific time
- If a sanction is used a pupil should be able to start afresh as quickly as possible
- It is always made clear that it is the behaviour that is the problem and not the child
- Continual behaviour concerns will result in parental conversations at the end of the day.



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Unacceptable behaviour

Certain behaviours will not be tolerated. These could include the following:

- Violence e.g. fighting hurting pupils and staff
- Disruptive behaviour
- Bullying
- Harassment
- Rudeness to adults
- Bad language
- vandalism

If a child finds itself on the receiving end of any of these behaviours then they must seek the help of an adult.

School consequences will be applied to children displaying any of these behaviours.

Consequences

- Walking around with an adult at play times
- 5 minutes by the fence observing good behaviour
- Class teacher informed
- Missed time off play time
- Missed curiosity time
- The child may be sent to another class to work
- The child may be sent to the Headteacher or Deputy Head/ Senior Leadership Team to be spoken to
- Parents are contacted to explain the situation with the aim of working together to put into place a behaviour support plan.
- Support may be sought from outside agencies e.g. the Inclusion Support Team.

We adopt a whole school approach when dealing with a child's challenging behaviour. It is explained to the child how their behaviour is affecting others. We talk about making good choices and support the child to make better choices with their behaviour. We view each day as a fresh start for the child recognising that for some children a written log will need to be maintained of behaviour problems or concerns.

All classes have telephones which staff can use to summon support if behaviour has escalated beyond the control of the staff.



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Bullying

As a school we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Definition of Bulling Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the response to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space.

Bullying can take many forms:

- **Physical** bullying (hitting, punching, poking, any inappropriate touching, pinching, jostling, breaking or taking property.)
- **Verbal** bullying (name calling, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, withholding friendship or affection.)
- **Cyber** bullying (sending nasty phone calls, text messages or emails, chat rooms.)

Whole School Approach

- Issues surrounding friendship problems and bullying behaviour are taught through Personal, Social, emotional and Health curriculum Kapow Primary. Children explore friendships including the positives benefits of friendships and negative conflicts in a friendship or relationship.
- Collective Worships are used to discuss bullying and raising children's awareness of what bullying looks like, and how they can respond.



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- Circle Time provides opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- School Council will discuss bullying behaviour and decide ways of how to support pupils with friendship problems or children that have been bullied.
- The School Rules will be upheld at all times and all staff will monitor behaviour and intervene when behaviour becomes inappropriate in order to prevent bullying.
- Regular staff sessions on anti-bullying strategies and safeguarding procedures.

Spiritual, Moral, Social & Cultural Development

Children's SMSC will be developed when learning about bullying by ensuring children:

- Respect each other
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effect of their behaviour on others

When bullying does occur, this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary. A behaviour Plan will be put in place for the bully involving the parents and the child. Parents must be involved to know what actions have been taken to support their child

All staff will be informed of bullying incidents to ensure that support is given to the victim and that all are involved in monitoring the behaviour of the child engaging in bullying

Exclusions

Each individual situation will be investigated according to need. The Headteacher will gather evidence; seek the opinions and advice of colleagues. A full picture of the situation will be gathered.

Head teacher: Sheryl Cooper

Chair LPB: Minnie House.