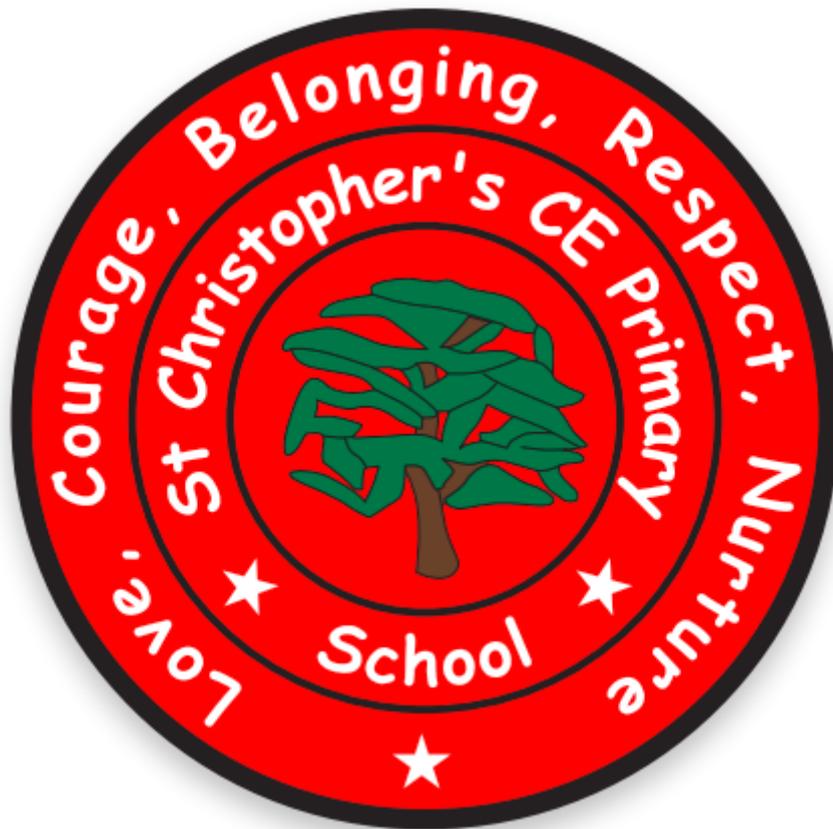


# St Christopher's C.E. Primary School

## Behaviour Policy



User Friendly Guide  
for Parents/Visitors/Volunteers

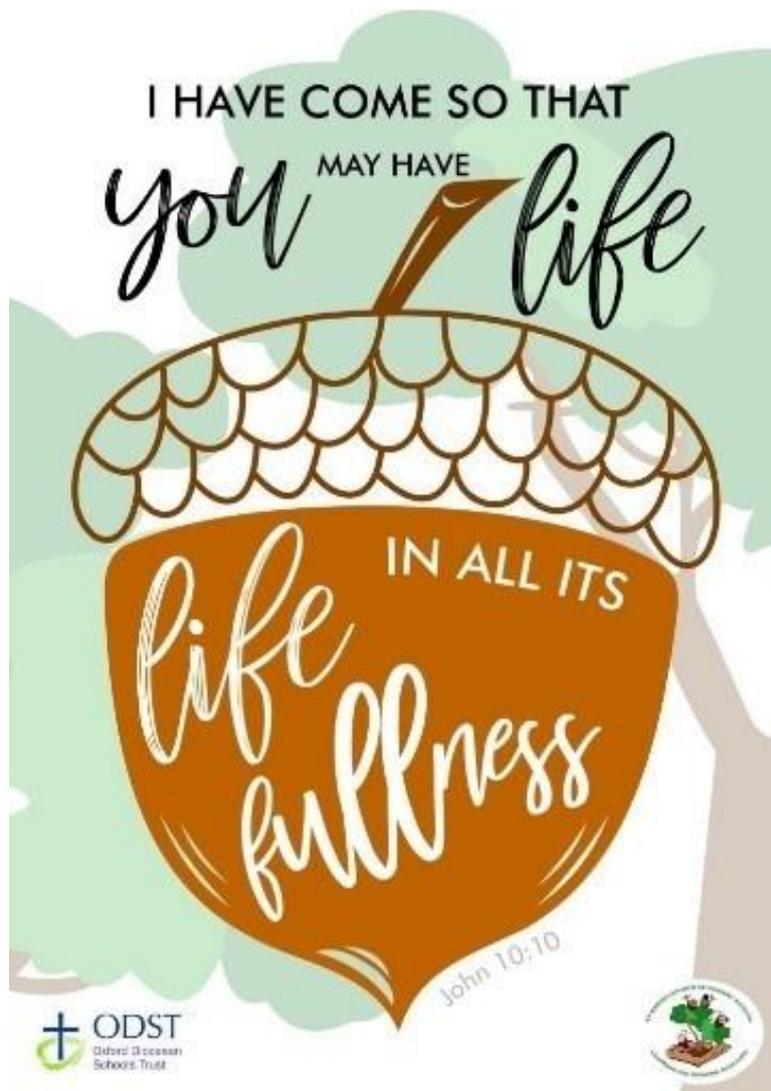
# Contents

## Table of Contents

What we aim to do at St Christopher's.....	3
Aims and Principles.....	3
What we expect of children.....	4
10 ways that parents can help.....	5
Rewards and Consequences.....	6
Rewards.....	6
Consequences.....	7
Reflection Room.....	8
Off-site behaviour concerns.....	8
Exclusions.....	9

## Our Vision

At St Christopher's Primary School our vision is to 'have the **courage** to live life in all its fullness, to **belong** within our community, respect and **love** those around us.'  
We do this through nurture, learning and growing together.



## What we aim to do at St Christopher's

- To inspire in all pupils a love of learning and the desire to continue to learn
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school
- To be a place every child remembers with pride and affection

### Aims and Principles

We believe that the most effective way to achieve our aims is to encourage and praise based on key principles we wish to nurture through our school, which we promote through RESPECT.

We expect all stakeholders – children, parents, and staff – to promote the values of RESPECT:

## RESPECT @ St Christopher's

At St Christopher's we follow RESPECT to live life in all its fullness

<h3>RESPECT Yourself</h3>	<ul style="list-style-type: none"><li>• Aim high and work hard</li><li>• Stay focussed</li><li>• Stay safe</li><li>• Always be prepared for learning</li></ul>
<h3>RESPECT Others</h3>	<ul style="list-style-type: none"><li>• Be kind</li><li>• Allow everyone to learn and play</li><li>• Follow instructions</li></ul>
<h3>RESPECT your Environment</h3>	<ul style="list-style-type: none"><li>• Value everything we have</li><li>• Keep things clean and tidy</li></ul>



SCC March 2021 thanks to C Jenkinson

Our RESPECT values are displayed in every room and are referred to throughout the school day.

Each class will use the values of Respect to establish their own class rules at the start of each school year

## What we expect of children

Every child has the right to expect school to be a happy, safe, and secure environment in which they can reach their full potential.

At St Christopher's, we expect all children to promote our policy of Respect and to honour the school values of Love, Courage, Belonging, Respect & Nurture.

We expect children to honour these values when in the school grounds, travelling to and from school, and when representing St Christopher's in the wider community, such as on school visits and community events.

We therefore expect all children to:

### ***Respect themselves by. . .***

- taking a positive role in all classroom activities and trying as hard as they can.
- telling the truth, taking responsibility for their own behaviour and not making excuses ("they told me to").
- accepting a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- being able to say sorry when they have misbehaved or hurt someone and understanding that this word signals a change in behaviour and mood.
- feeling responsible for giving a good impression of themselves and the school both within and outside the school.

### ***Respect others by. . .***

- being polite – to teachers, support staff, other children and visitors – and respecting the authority of the adult in charge.
- listening to adults and each other in lessons and in assemblies and considering each other's feelings.
- walking about the school quietly and calmly.
- waiting their turn to talk to members of staff and to each other.
- valuing each other's work.
- working and playing co-operatively with each other.

### ***Respect the Environment by. . .***

- caring for the school equipment and looking after anything they are given.
- caring for the school site and reporting any damage or graffiti they see.
- avoiding littering and encouraging others to do the same.

## **10 ways that parents can help**

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on a trip.
4. Help your child to be on time and to remember anything they need for school (book bag, swimming kit, etc)
5. Check for and read the parent mail updates and emails from teachers that come from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence and try to resist screens in bedrooms.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child, but bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every small upset so your child learns to see things in proportion and how to cope for themselves – we must build up resilience. Children readily mirror the behaviours and responses of their parents.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them

## Rewards and Consequences

Praise, encouragement and building positive relationships are central to our reward system and every child will receive appropriate praise throughout the course of each day.

Within the classroom we use the '**Good to be Green**' card chart to support our behaviour. All children start each lesson on 'Good to be Green' and will return to this once any behaviour sanctions have been concluded.

All cards, rewards and sanctions, will be reset at the end of each session by placing them out of sight behind the Good to be Green card. This is so that every child understands that each lesson is a new start.

### Rewards

Children will progress sequentially through the reward system in the order of silver, gold and platinum cards. Staff will award cards for behaviour which follows our policy of Respect and which exemplifies our school values of Love, Courage, Belonging, Respect & Nurture.

At their discretion, staff may award gold or platinum cards directly for behaviour which goes 'above and beyond'.

**Platinum cards will always be awarded for exceptional behaviour or effort in learning, and should not be awarded simply for following standard behaviour expectations.**

When a card is awarded, staff will explain and praise the good behaviours they have seen, so that both the child and others are aware of the reason that it is awarded.

**Positive cards will never be removed during a lesson**, as it is important both as a source of self-confidence and as a motivation for further success that children understand that mistakes do not cancel out good behaviours.

Earning each level of card will lead to the following reward:

**Silver Card** – Verbal praise from the adult and encouragement of further success.

**Gold Card** – Verbal praise from the adult and encouragement of further success. For each Gold Card children will receive a housepoint, which can be added to their individual housepoint chart.

Teachers may also choose to award housepoints directly for other positive behaviours and choices during the day.

If a child earns enough house points in the week to complete their housepoint chart (7 housepoints) they will receive a 'raffle ticket' for the whole school prize drawn in each Friday's celebration assembly.

At the end of the year, every child who has been entered into the raffle over the course of the year will receive a certificate to celebrate their achievement.

**Platinum Card** – Any child who receives a Platinum card will receive a ‘headteacher’s credit’ sticker from the Head of School or Executive Head, awarded at the end of each day.

In addition, any child who receives a Platinum card will be presented with a certificate celebrating their achievement in each Friday’s celebration assembly.

At the end of each half-term, the class which has earned the most platinum cards so far in that term will be rewarded with a whole-class treat (non-uniform day, movie day, etc) in the last week of that half-term.

## Consequences

The vast majority of children behave well most of the time, but occasions do arise when staff will need to address incidences where children's behaviour is unacceptable.

Our consequences and sanctions are also displayed on the Good to be Green chart through the means of our card system. Children will progress sequentially through the consequences card system in the order of yellow, red and purple cards.

Our sanctions progress in this manner as it is important for children to understand that repeated, low-level behaviours can be as detrimental to the learning and well-being of the class as single, more high-level incidents.

Consequence cards will be issued if a child is not following the policy of Respect or is not upholding our school values of Love, Courage, Belonging, Nurture & Respect. Adults will always issue a verbal warning to a child before a card is issued, explaining the behaviour that is problematic and the card which will be issued. Only if a child fails to correct their behaviour after this warning will a card then be issued.

In most cases, children will progress sequentially through the consequences card system. Only in the following exceptional circumstances may a higher-level card be issued directly. In such instances, a verbal warning will always first be given:

**Red Card** – Swearing; Physical violence; Deliberate destruction of property.

**Purple Card** – Behaviour which puts themselves or others at risk of serious harm, which is not ceased immediately once a verbal warning is given; leaving the classroom or school site without permission; deliberately discriminatory, homophobic or racist language; bullying.

Once a sanction has been imposed the child should be made aware that the incident is over, and they can make a fresh start.

## Reflection Room

We believe that every child has the right to learn in a happy, safe and secure environment, free from threat or distraction.

At times therefore, if a child persists with behaviours which negatively impact on the learning of the rest of the class, it may be necessary for them to spend a period of time in the Reflection Room.

Our Reflection Room is a quiet space, free from external distractions, where a child may reflect upon their behaviour and complete any work which they have missed due to their behaviour.

The occasions upon which a child may need use the Reflection Room, and the durations for which they may do so, are outlined in the behaviour steps above.

A child will **never** be sent to the Reflection Room without having first progressed through the relevant behaviour steps.

## Off-site behaviour concerns

Should a child misbehave on a school excursion or residential, then the behaviour steps will be applied as they would within school. No child will be restricted from attending school trips unless their safety or the safety of others would be jeopardised. Plans will be made to support children with SEMH needs in order for them to attend trips.

If a child is reported to the school for an incident out of school e.g. bullying, bad language, vandalism then the Head of Behaviour, Executive Headteacher or Head of School will investigate and contact the parents to ensure that they are aware of the incident.

## Exclusions

A child may be excluded by the head of school or executive headteacher for extremes of behaviour such as physical attacks, bullying or racism that continues after support has been put in place for the bully and the victim. Each incident will be assessed individually and the executive headteacher or head of school will decide what is appropriate – an internal exclusion (where the child works in school away from his/her peers); a fixed-term exclusion or permanent exclusion (see exclusion policy). The exclusion is given to preserve the rights of other learners and members of staff and may include a child with SEND.

National guidelines are followed in regard to all exclusions:

Pupils can be excluded up to a maximum of 45 days per school year

If a child is excluded for more than 5 school days then alternative educational provision must be found from day six onwards if not before

The school will provide and mark work to be completed at home during the period of exclusion if a suitable placement is not found so the child's learning does not suffer.

Children may also be excluded for lunchtimes only if their behaviour specifically relates to this period.

In the event of fixed term exclusion, the parents or carers and the child involved must attend a 'back to school' meeting with the Executive Headteacher or Head of School on the first day returning to school to ascertain their understanding of the situation. A clear behaviour action plan for a fixed period of time, expectations and any further consequences and rewards will be discussed at this meeting. The child will then meet with the Executive Headteacher or Head of School after a designated amount of time to review current behaviour. Parents will be informed as to the outcome.

Any exclusions are communicated to Governors at every Full Governing Body meeting in the Executive Head teacher's Report. The Chair of Governors is kept up to date with any exclusions at the time.