



CHEW STOKE CHURCH SCHOOL

Pupil Behaviour Policy

This policy is written with reference to the Christian Foundation of the school.

'Confident in Learning, Caring in Life'

Our vision has been inspired by Luke 10:27

This policy should be taken and used as part of Chew Stoke Church School's overall strategy and implemented within the context of our aims and values as a Church of England School.

RATIONALE

In order to develop our pupils' academic and personal qualities to the full there needs to be high expectations of good behaviour throughout the school. We believe in promoting good behaviour as a means of securing high standards of pupil attainment. This policy supports the school's duty to safeguard pupils.

We expect our children to behave in a courteous, considerate manner and to be caring in life, keeping with the Christian ethos of our school. We also expect to provide a safe environment for our children in which each person/pupil is respected and accepted as equal.

AIMS

- To promote spiritual, moral, social and personal development and the Christian ethos and values of the school.
- To ensure that expectations of the pupils' behaviour by the whole staff are totally consistent.
- To promote an ethos of high expectation/standards of good behaviour, i.e. that the children are attentive, courteous and respectful of others/themselves and the school environment.
- To ensure that classrooms are places where purposeful activity is carried out in a supportive atmosphere.
- To ensure that children feel safe and secure in all school settings e.g. classroom, school hall, toilets, playground and on educational/residential visits.
- To discourage and deal effectively with any incidence of bullying. (see Anti-bullying Policy).

GUIDELINES

1. The 'Golden Rules' (See Appendix 1) will be used throughout the school to define acceptable and unacceptable behaviour, stating the Christian values being promoted.
2. A whole school behaviour chart is used consistently across the school and is understood by all of the children.
3. Behaviour both inside and outside the classrooms and out of school, such as on regular visits to church and educational visits, are expected to be of a consistently high standard.

4. The Golden Rules will be reviewed regularly with the full involvement of children and all staff. The rules will be communicated to parents and governors.
5. Teaching needs to be lively and interesting. Work set will be well matched to pupils' differing needs and abilities. Pupils will be involved in worthwhile, purposeful activities and be encouraged to take increasing responsibility for their own learning and behaviour.
6. The emphasis for managing pupil behaviour will be on motivating them by praise and encouragement. Teachers need always to commend their successes and emphasise their potential rather than focusing on their shortcomings.
7. There will be a careful balance maintained between rewards and consequences. The various ways in which the school promotes acceptable behaviour and discourages unacceptable behaviour will be widely understood by the whole school community. Any consequence will always be proportionate to the offence reflecting the need to respect pupils' dignity and self-esteem (See Appendix 2 and 3).
8. Lines of action and support for children who bully or are bullied will be clearly set out and widely known. The culture of the classroom would be conducive to pupil disclosure of anxiety e.g. name calling in the playground, social exclusion (see Anti-bullying policy).
9. Teachers/staff will be vigilant in areas where bullying might be more likely to take place e.g. unsupervised areas of the school, in school playgrounds, toilets etc
10. Any child experiencing a social, emotional, behavioural difficulty will be identified by the class teacher as early as possible in his/her school career and supported through differentiation of the curriculum and approach. The child who needs further support will then be placed on the SEND register. There will then be extra differentiation by setting individual behavioural targets in the classroom and/or playground. All staff will be aware of the child's difficulties and act in a consistent manner. If over a period of time there is little progress, the Behaviour Support Team, School Councillor and the Educational Psychologist may be involved.
11. The governors recognise that in exceptional circumstances it may become necessary for the Headteacher to exclude a pupil using statutory and other relevant guidance. A decision to exclude a pupil should be taken only:
 - a. in response to serious breaches of the school's behaviour policy (e.g. physical assault against pupil/adult, verbal abuse/threatening behaviour against pupil, bullying, etc).
 - b. if allowing the pupil to remain in school would seriously harm the education of the pupil or others in the school.

The school will follow the Department of Education's exclusion procedure as defined in the Dfe document: Exclusion from maintained schools, academies and pupil referral units in England – September 2017.

MONITORING, EVALUATION AND REVIEW

The Head teacher is responsible for monitoring, implementation and leading reviews of this policy. School staff will be responsible for evaluating the impact of the policy. Children's views will contribute towards the evaluation process.

Dated reviewed – Sept 202

Review Date – Sept 2024

* Related policies: Anti-bullying, Inclusion

Appendix 1

CHEW STOKE CHURCH SCHOOL

THE GOLDEN RULES

- Do be gentle ,,,,, Do not hurt anybody
- Do be kind and helpful ,,,,, Do not hurt people's feelings
- Do work hard ,,,,, Do not waste your or other people's time
- Do look after property ,,,,, Do not waste or damage things
- Do listen to people ,,,,, Do not interrupt
- Do be honest ,,,,, Do not cover up the truth

CHEW STOKE CHURCH SCHOOL

PROMOTING ACCEPTABLE BEHAVIOUR – Positive Rewards

The following guidelines will be used to promote positive behaviour. It should be noted that children with S.E.B.D. (Social Emotional, Behaviour Difficulties) may need to be praised in a more discreet manner.

1. Recognition of the child by being awarded a Golden Leaf or a Christian Values Certificate
2. Stickers and/or certificates.
3. Show work to the class, to another adult or teacher or the Headteacher.
4. Written positive feedback - highly desired and relevant to all ages.
5. Work displayed.
6. Choice of a particular activity.
7. Other rewards as appropriate, e.g. rulers, pencils, erasers etc / additional playtime in afternoon for KS2 children. As the school is a "Healthy School" sweets should not be given as rewards.
8. A celebration assembly will be held weekly, during which children can be presented with certificates and trophies that have been awarded at school and also for out of school activities.

Appendix 3 – Behaviour Code Levels of Inappropriate Behaviour and Related Consequence

Stage 5	<p>Behaviours include:</p> <p>Repeated racism or prejudice.</p> <p>Aggressive, violent or reckless behaviour which puts yourself at risk.</p> <p>Failure to respond to or comply with adults after repeated warnings.</p>	<p>Possible consequence:</p> <p>External exclusion (See statutory guidance)</p> <p>Letter to parents</p> <p>Logged in Behaviour Book</p>	
Stage 4	<p>Behaviours include:</p> <p>Threatening or intimidating others, e.g. swearing or bullying.</p> <p>Stealing or deliberately damaging schools or other property.</p> <p>Racism or prejudice.</p>	<p>Possible consequence:</p> <p>Internal exclusion</p> <p>Letter to parents</p> <p>Play or lunchtime missed</p> <p>Logged in Behaviour Book</p>	
Stage 3	<p>Behaviours include:</p> <p>Teasing or unkindness over time.</p> <p>Playing unkindly or unfairly over time.</p> <p>Deliberately hurting someone, physically or verbally.</p> <p>Swearing at someone 'in the heat of the moment'.</p>	<p>Possible consequence:</p> <p>Senior member of staff involved</p> <p>Parents informed</p> <p>Play or lunchtime missed</p> <p>Logged in Behaviour Book</p>	
Stage 2	<p>Behaviours include: (Repeated Stage 1)</p> <p>Talking back to adults.</p> <p>Unkind comments to others, e.g. about work or appearance.</p> <p>Not respecting property, e.g. going into others' rooms.</p> <p>Ignoring or excluding someone more than once.</p>	<p>Possible consequence:</p> <p>All or section of play or lunch missed</p> <p>Class teacher informed (if not directly involved)</p>	
Stage 1	<p>Behaviours include:</p> <p>Talking on the carpet.</p> <p>Not 'sitting for learning'.</p> <p>Getting carried away in a game.</p> <p>Interrupting others learning/creating distractions.</p> <p>One-off ignoring or excluding someone.</p>	<p>Possible consequence:</p> <p>Warning Given</p> <p>School Christian Values discussed</p> <p>Class teacher informed (if not directly involved)</p>	