



BEHAVIOUR POLICY

Learning at Charville is underpinned by our *Core Values*, which are as follows:

Respect
Independence
Self-belief
Honesty
Caring
Determination

AIMS AND EXPECTATIONS:

At Charville Primary School we strive to provide a values-based environment where everyone in the school community feels safe, confident, valued and respected.

The primary aim of our behaviour policy is to promote good behaviour. We have high expectations, good adult role models and a variety of rewards that motivate and inspire the children.

This policy is designed to promote good behaviour and outline sanctions that may be applied if good behaviour is not adhered to.

We believe that by creating a values-based environment we will achieve the following:

- develop potential emotionally, socially and intellectually
- enthusiastic learners who achieve high standards and develop potential in all areas of learning.
- deliver an exciting, challenging and varied curriculum
- safeguard individuals
- equip children with the skills to become responsible citizens
- work with and within the local and wider community
- work in partnerships with families
- nurture skills for lifelong learning
- communicate clearly and frequently
- active listening
- promote social cohesion
- develop individuals who will shape the future
- develop aspirational individuals
- mutual respect

Charville's School Core Values:

1. Respect
2. Independence
3. Self- Belief
4. Honesty
5. Caring
6. Determination

The school staff have chosen the above core values and these are discussed regularly with the children and how they are reflected in the children's behaviour. They are prominently displayed around the school and promoted within the local community. The school talks about values regularly and how these are reflected in children's behaviour.

Supporting Values

1. Pride
2. Co-operation
3. Fairness
4. Resilience
5. Empathy

As a school community we expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Value, take pride in and care for the school and themselves by looking after school property and equipment.

Class rules

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

The values and school rules are reinforced by the adults in school by:

- All stakeholders modelling values based behaviour
- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who follow the school rules
- Ensure positive behaviour is communicated with home
- All classes to have monthly value lessons within the curriculum

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, house captains and sports leaders as well as through the school council.

Celebration boards

Each key stage has a celebration board on which Pupil of the Week certificates are displayed and are chosen on a weekly basis.

Star and Stamp Cards

These are issued to children by teachers and other staff for efforts in learning and behaviour and for taking pride in their work. Stamps for KS1 and stars for KS2 are collected on cards and complete cards are rewarded with a visit to the Achievement Shop. At the end of each term all cards are put into a special prize draw.

Merit / Gold Book Awards

Weekly and termly 'merit' awards given out in assemblies

Pupil of the Week

Every week a child from each class is selected to receive a sash if they have demonstrated the values in school. The children have the opportunity to wear their own clothes the next

day and to attend the Head teacher's Tea Party. The children can wear the sash for the week.

Inappropriate Behaviour

At Charville we will not tolerate behaviour which impacts on other peoples learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

Sanctions

In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. This is in the form of a peg system. All children start each day with their individual peg on "ready to learn" and aim to move up to "good" and "outstanding". If their behaviour is not in line with the class rules their peg is moved down. The steps involve a warning and time out in a partner classroom. The final step is a red card which is issued and reported to parents. If three red cards are issued the parents are required to meet a senior member of staff.

If the incident is deemed as more serious, or following a number of red cards, the child may be put into Seclusion. This is a period of time where the child completes tasks and has playtime/lunch in isolation. This is fully supervised by a member of the Pastoral Team and all work is supplied by the class teacher.

If the child has had a number of seclusions and they have been unable to modify their behaviour the child will be excluded. There are 2 kinds of exclusions – **fixed period exclusion** and permanent exclusion. A fixed period exclusion is where your child is temporarily removed from the school (no more than 45 days in one school year).

Permanent exclusion means your child is no longer in attendance at the school. The local authority must arrange full-time education from the sixth school day.

When dealing with an incident we expect all staff to adhere to the following:

- Make sure that pupils listen and are listened to and value others opinions
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Use a calm approach
- Resolve disputes positively
- Reward/praise positive behaviour
- Use the behaviour log when necessary
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of their own emotions and actions and take responsibility for these
- Use appropriate vocabulary with children

Where parents have been informed of inappropriate of behaviour we expect them to:

- Support the school when reasonable sanctions have been used
- Promote positive behaviour at home in order to have continuity between home/ school
- Initially contact the class teacher if they have concerns about the way their

child has been treated. If concerns remain, contact the phase leader then if necessary a senior member of staff.

- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities

This policy will be adapted (where appropriate) based on the needs of the children, particularly those on the SEN register. This policy is to be read in conjunction with our Learning and Teaching Policy.

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Behaviour policy 2015