

New Christ Church VA Primary School

Behaviour Management Policy

(Revised November 2007)

*"To teach the Curriculum is the role of the teacher.
To provide an environment that gives a child enrichment for life's journey
is the vocation of the educator"*

Archbishop William Temple

Behaviour Mission Statement

We at New Christ Church VA School educate the whole person to enable every individual to realise and fulfil their potential.

We strive to be a safe, happy, successful school, centred on moral values and growing together in faith; a community where individuals are welcomed, accepted and equally valued.

We believe that every person is made up of different selves.

- ❑ The thinking self
- ❑ The physical self
- ❑ The spiritual self
- ❑ The social self

We respect and celebrate the whole self and value the opinions and achievements of all members of our community.

Therefore, the behaviour of all individuals within the school community is of great importance.

Pupils

Staff

Governors

Parents

Visitors

can all be good role models to enable positive behaviour in our community.

Objectives

- ❑ To value and appreciate each individual and acknowledge that everyone has a role to play within our school community
- ❑ To listen, with respect, to one another
- ❑ To develop self esteem
- ❑ To develop self-discipline and the ability to learn and work, both independently and cooperatively
- ❑ To learn to accept responsibility for our behaviour
- ❑ To ensure a safe, secure community where people feel valued
- ❑ To foster a caring attitude for the whole school environment
- ❑ To show respect for school rules

At New Christ Church School we accept that behaviour is governed by rules, some of which are negotiated with members of the school community in order to encourage ownership. Examples of these are

- ❑ Classroom rules
- ❑ Worship rules
- ❑ Playground rules
- ❑ Dinner Hall rules

In order to maintain these rules as a living part of the school, they should be displayed appropriately and reviewed regularly. Other rules may be implicit and carried out within the ethos of our school.

Unacceptable Behaviour

In situations where behaviour is unacceptable, sanctions may be applied. These may include:

- ❑ Non-verbal signals
- ❑ Ignoring
- ❑ Time out (maximum of 5 minutes or it ceases to be time out)
- ❑ Home school books
- ❑ A private, verbal rebuke and reminder of unacceptable behaviour
- ❑ Removal from scene of disruption
- ❑ Behaviour contract

To establish that a child understands unacceptable behaviour, it is important that in discussion we try to:

- ❑ Check that the child understands why they are in trouble
- ❑ Establish that they know why the behaviour was unacceptable
- ❑ Explore the effect that the behaviour has on others
- ❑ Examine strategies for avoiding the same situation in the future
- ❑ Ensure the child accepts the sanction and moves on.

Serious offences may be dealt with in a more formal way:

- ❑ Logging of incidents where necessary
- ❑ Informing parents and withdrawal of major privileges.
- ❑ Removal from class for a longer period
- ❑ Recommendation that child be placed on the Special Needs Register
- ❑ Behaviour contract
- ❑ Pastoral Support Plan
- ❑ Exclusion

Teaching and encouraging positive behaviour

All behaviour is learned; therefore our first response to change unwanted behaviour is to teach positive behaviour. The teaching of such is enhanced by our clear and progressive Personal, Social and Health Education (P.S.H.E.) scheme of work, taught weekly throughout the school for up to 1.5 hours.

In order to encourage positive behaviour, we work hard to develop an environment governed by praise.

Approval may be expressed in the following ways:

- ❑ An approving look or gesture.
- ❑ Private or public praise in class or worship.
- ❑ Class praise systems.
- ❑ Record of achievements.
- ❑ Informing parents of successes
- ❑ Displays
- ❑ Written comments, stamps or stickers on work.

Such rewards are related to positive behaviour and should not be taken away or misused. Positive behaviour is more likely if taught within a calm, non-judgmental environment, where the opportunity for reconciliation and reparation is available.

The process of reconciliation may include:

- ❑ Understanding what was wrong
- ❑ Remorse
- ❑ Discussion
- ❑ Resolution
- ❑ Learning for the future

We appreciate however that all people have different levels of understanding and acknowledge that some individuals may need extra help. Therefore behaviour may also sometimes be targeted on Individual Education Plans. This is in line with the Special Needs Policy.

Dealing with the effects of bullying

We at New Christ Church School strongly recognise the importance of the effects of this complex aspect of social behaviour. We therefore have a separate policy document concerning this area. (See Anti-Bullying Policy)

".....You've got to help me. You've got to hold out your hand - even when that's the last thing I seem to want and need. Each time you are kind and gentle and caring, each time you try to understand, because you really care, my heart begins to grow wings, very small wings, very feeble wings - but wings"

Eikins 1976

Role of the Behaviour Manager

The behaviour manager is the first point of contact for advice when teachers identify pupil concerns.

The role of the behaviour manager is to:

- ❑ Actively listen
- ❑ Offer advice / guidance / training
- ❑ Monitor / Assess
- ❑ Plan for Improvement
- ❑ Liaise with staff / pupil / parents / outside agencies.
- ❑ Forge positive relationships
- ❑ Act as a positive role model
- ❑ Inform staff of recent professional issues
- ❑ Organise resources