



## CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

*Be the best you can be through:*

*challenge, nurture, inspiration, respect, happiness, inclusion, in a safe,  
loving Christian family.*

### **BEHAVIOUR POLICY**

This policy, complies with Section 89 of the Education & Inspections Act 2006.

In keeping with the school aims and its intrinsic Christian values children are encouraged to behave well in and around school, to be courteous, trustworthy and show respect for all people and property.

In addition children are encouraged to make constructive relationships with one another, with teachers and other adults and to work harmoniously with others.

Children are encouraged to show respect for other people's feelings, values and beliefs and to distinguish right from wrong.

Children are expected to be aware of British Values and demonstrate these when this is appropriate.

They are encouraged to show initiative and a willingness to take responsibility.

#### **Rights and Responsibilities**

- The children in our care are treated with respect and are expected to behave respectfully to others.
- They have a right to be safe and are expected to behave in a way which keeps self and others safe.
- They have a right to learn and have a responsibility to attend school regularly, to be willing to learn and to allow others to learn.
- They have a right to make mistakes and have a responsibility to acknowledge their mistakes and allow others to make mistakes.
- They have a right to be listened to and have a responsibility to give opinions in a constructive manner and to listen to others.

## **Curriculum**

In the Foundation Stage, children are assessed on personal, social and emotional development.

Positive learning behaviour is addressed through the curriculum in the following ways:

### **R.E., Citizenship and P.S.H.E.**

- Positive role models, the teachings of God & Jesus through learning from and about Christianity, discussions on positive responses to situations / scenarios.
- Appreciation of those who practise other faiths.

### **English and History**

- Use of appropriate texts to discuss dilemmas, right and wrong, motives, cause and effect, the consequences of people's actions.

### **Geography**

- Appreciation and tolerance of different lifestyles from our own.

### **Music / Art**

- Opportunities to express, depict and discuss feelings.

### **P.E.**

- Opportunities to foster team participation.
- Respect for external members of staff.

In all curriculum areas, opportunities to participate in activities as part of a group, supporting each other and valuing, testing out other ideas and suggestions.

## **School systems for promoting positive behaviour, children's emotional health and well-being**

- All children and adults are aware of the principles outlined in the school aims and work towards them.
- An atmosphere where good behaviour, looking to the welfare of others, appreciation of their efforts and a determination to do your best is fostered at all times.
- Adults show by example, in the way they treat each other and the children, the positive ethos towards behaviour.
- A system of rewards is not carried out at Chollerton because we believe that children should do their best for their own satisfaction in a job well done rather than for a reward.

### **Whole school level**

- All staff understand and demonstrate the school's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies are used to develop children's social, emotional and behavioural skills.
- Positive behaviour in corridors, playgrounds and dining room is noted and celebrated.

- Parents/carers are aware of and contribute to the school's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.

### **Classroom level**

- Adults model controlled, respectful verbal and non-verbal behaviours.
- Within the Foundation Stage, personal, social and emotional development are promoted throughout all areas of the curriculum.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- There are classroom rules, devised through discussion with children, which promote positive social and learning behaviours.
- Classroom rules are displayed in a way which can be understood by all children.
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour.

### **Individual child level**

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- There are systems which allow children to be 'special' at times.
- Where a child experiences difficulty in developing or sustaining appropriate behaviour, there are systems which give additional support and attention.

### **School systems for responding to unacceptable behaviour**

- All teaching and non-teaching staff are aware that when children over-step acceptable standards of behaviour in the school yard they are to be sent to the Headteacher's office, usually resulting in "time out" from playtime sessions.
- Where more serious breaches of standards occur, i.e. persistent bullying of any kind, stealing or obvious persistent personality clashes, we would seek to involve the parents of the children concerned to work out possible causes for this negative behaviour and how, working together, we could rectify it.
- Standards of appropriate behaviour are outlined in the home/school agreement.

### **Staff Development**

- In cases of significant behavioural problems, all staff are involved in discussions and training from the Behaviour Support Unit.
- More experienced staff discuss strategies for responding to behavioural issues with new staff.

### **Support for Parents and Carers**

- Chollerton First School promotes an open door policy for parents and carers and places great importance on communications with parents in developing their child's social, emotional and behavioural skills.

### **Application to Vulnerable Pupils**

- Reasonable adjustments are to be made in the application of the behaviour policy to disabled pupils.
- Special educational provision will be made for pupils whose behaviour-related learning difficulties call for it to be made.
- All staff are fully aware of the disproportionate impact of the school's disciplinary framework on vulnerable pupils and tailor their responses appropriately, planning proactively how the school's disciplinary framework should be applied for each of these pupils.
- At risk pupils will be identified in advance.
- All those in contact with the pupil will be made aware of agreed procedures.
- Vulnerable pupils will have a key person in school who knows them well, has good links with home and who can act as a reference point for staff on how to apply the discipline framework.
- Staff should be made aware of appropriate referral procedures.

Date approved by the Governing Body:

Signed by -

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**Reviewed: Autumn 2018**  
**Date of next review: Autumn 2020**