NORHAM
ST. CEOLWULF'S
C OF E SCHOOL

Behaviour Statement and Policy

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

Version History		
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Approval & Authorisation			
	Name	**Job title**	**Date**
Approved by	Gary Hilton	Head Teacher	Sept 2022
Approved by	Dougie Watkin	Chair of Governors	Sept 2022
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Behaviour Statement & Policy

Behaviour Statement

We believe that our pupils are entitled to receive their education in a safe, caring environment, free from fear and intimidation. All staff, pupils and parents will be encouraged to share these Christian values and translate them into action.

We promote our Christian values within the school day to day through our relationships with each other. The values we strive to live by are given context using Bible stories and passages and are reflected in living and diverse examples within modern life. We learn about creativity (Psalm 148), thankfulness (17:11-19), humility (Matthew 8:5-13), hope (Genesis 6.1-9.17) and perseverance (Luke 18:1-8) through the example of Jesus and teachings in the Bible. By offering pupils positive encounters with the Christian faith we maintain that we are allowing them to engage with His word as a lamp for their feet and a light on their path (Pslam 119:105).

Norham expects the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social, moral and religious education into the school curriculum. We will help children achieve this by providing clear and consistent boundaries and guidelines for them, demonstrated through the daily actions of adults and peers. The school also recognizes the vital role parents/carers play in developing a child's behaviour, therefore it is an expectation of the school that parents work in partnership with staff both to intervene when appropriate, but more importantly to help role model positive behaviour in their normal daily actions.

Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos based on our core Christian values which values and fosters the contributions of all.
- develop self-esteem and self-discipline.
- promote understanding of and respect for others and a regard for their safety and well-being.
- provide a consistent approach by all adults working in school.
- promote the children's respect of their own and other people's property and the environment.;
- foster the schools core Christian values of love, friendship, trust, respect and wisdom.
- help children develop a clear and acceptable view of what is right and wrong.
- promote children's spiritual, moral, social and cultural development throughout their school life.
- promote firm action against all forms of bullying.
- promote firm action against all forms of racism.
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way.

Policy Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

To provide a level of consistency and understanding for behaviour, the school has adopted a set of behaviour rules designed by staff and children to support and nurture positive behaviour outcomes both inside and outside of the classroom.

Rules for Positive Outcomes:

1. We will always be positive and try our best
2. We will respect the school environment
3. We will be kind and caring to everyone
4. We will always be polite and use good manners
5. We will move around the school safely
6. We will follow the directions of helpers and teachers

These rules are displayed in each classroom to support adults and children in developing the behaviour we strive for at St Mary's and associated positive outcomes.

Adults in school

All staff will:

- reinforce positive values throughout the curriculum, through delivery of core Christian values, Personal, Social and Health Education, Citizenship, Collective Worship and Assemblies.
- be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
- have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
- give children increasing opportunities for responsibility within class and school.
- encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress.
- recognise and praise good behaviour.
- set high expectations of behaviour which are explained to the children. (see appendix 1 St Ceolwulf's Behaviour Rules)l
- present a consistent approach which make expectations clear;
- listen to the children; encourage them to reflect upon their actions and possible alternatives.
- provide children with positive role models.

- establish and reinforce clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities.

Working with parents and carers

The school has an 'open door' policy for parents with any behaviour concerns in relation to their children, as we believe the relationship between school and home is vital in supporting the development of a child's behaviour and preparing them to be a positive citizen in the future. With this in mind the school's expectations for working with parents/carers are as follows:

- Positive home / school liaison and good community links will be promoted.
- Parents will be informed of good as well as inappropriate behaviour.
- Parents will be involved at an early stage of particular difficulties with individual pupils.
- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents in decisions to negate negative behaviour and work with school in developing appropriate and consistent guidelines.

Managing serious behaviour

Bullying, harassment and racist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and racist behaviour and act promptly and firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and racist behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (see Anti-bullying policy)

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services (e.g. LIST, CYPS etc) will be contacted and liaison between all parties will be maintained through an Early Help Assessment (EHA). Individualised behaviour plans are implemented and monitored regularly.

A MAPA approach has been adopted within this school and emphasises positive behaviour management and early intervention to de-escalate challenging behaviour. All our staff have been fully trained. If physical intervention is needed a full record of the incident will be completed and parents informed.

All information relating to incidents are recorded centrally using the schools CPOM's system, which enables a fully secure record of behaviour incidents and the subsequent actions. Governors are provided with termly anonymous updates of incidents to ensure the school's approach to behaviour meets the ever changing needs of the children.

Class Rewards

We recognise the uniqueness of the individual and therefore the cohort of each class, therefore within the schools overarching rewards system as described below, class teachers are also able to implement their own approach on a class by class basis.

Whole School Rewards

We aim to promote positive attitudes to learning and behaviour by operating a system of praise and rewards.

In line with the assertive mentoring programme we award castle points (smiley faces) which reward children for academic and behavioural achievements.

The following rewards will be given out:

- Formal and informal praise to an individual
- Celebrating praise of an individual with the whole class
- Sharing good behaviour with paired teacher and class
- Sharing good behaviour with Head teacher
- Achievement certificates
- Class reward systems
- Golden Book Achievement

Sanctions and Consequences

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.
- Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free time, moving to sit alone, time in a paired class, letter of apology or loss of responsibility.
- Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.
- Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and

disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged in the school behaviour record, (CPOM's).