



## **Corbridge C of E First School** **Behaviour Policy**

To be read alongside **Positive Handling and use of Reasonable Force Policy**.

All staff, volunteers, children and parents are to be made aware of the School Behaviour Policy. Consistency and fairness is the key to managing a safe, positive and calm school which all members of the school community are proud to be part of.

All members of Corbridge Church of England First School must be committed to upholding school policy. All staff are expected to model acceptable and appropriate behaviour in a commitment to our professional roles and responsibilities.

We serve to provide a Christian school community in which our children can feel secure and happy and thrive both emotionally and academically on a daily basis.

### **Governors written statement:**

Corbridge First School is a safe, caring environment where pupils are calm, purposeful and happy. It is expected that everyone is treated with fairness and respect. We aim to reinforce the sense of pride pupils have in themselves and their school. We wish to create confident, cooperative and caring pupils. We want each child to feel valued for their unique contribution to their school. The children of CFS make positive choices, the vast majority of the time, and as a community we want to acknowledge and reward that. We are proud of the children and the good choices they make.

### **Aims:**

All staff commit to:

- Teach and support all individuals to make positive choices using the Calm School Code.
- Encourage children to choose responsible behaviour that will support their academic success and develop their self-esteem.
- Motivate pupils to be respectful to all, behave in appropriate ways, and set their own high standards which they are proud of.
- Implement fair, consistent approaches to managing children's behaviour in line with school policy.
- Model the use of the Calm School Code and support children to use it successfully.

### **Responsibilities**

We expect all members of our community, (children/ teachers/ support staff/ lunchtime supervisors/ governors/ trainees/ volunteers/ parents and carers), to take responsibility for their own actions and be aware of the impact their actions have on others. The school, parents and pupils commit to a Home/School agreement annually in support of positive behaviour choices, following the Calm School Code.

### **Individual Pupil Support**

Reviewed Autumn 2021

In their school lives some children encounter times of challenge or difficulties which impact on their behaviour and therefore their learning. Classroom teachers will work with parents and ensure communication is strong to ensure the child feels supported at both school and home and is also receiving consistent expectations, rewards and sanctions.

When necessary the classroom team will work with the SEND Leader and/or the Headteacher and create an individual behaviour plan to outline additional measures being taken to support an individual. The plan will contain short term achievable targets which can be regularly reviewed and enable the child to make positive choices.

### **Outside Agencies**

When appropriate, school will contact outside agencies to support children with specific challenging behaviour. Decisions regarding referrals are only made with the support of parents/carers.

### **Monitoring and Review**

On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

### **Early Years Behaviour Management**

The EYFS Manager leads behaviour management throughout the EYFS with the support of the Head teacher. The Calm School Code is used and modelled by staff to help children understand the merits of positive behaviour and choices.

## **REWARDS**

### **“Note Home” Reward Stickers**

Teachers will issue personalised stickers to reward children for good learning, achievement, attitude or following any parts of the Calm school Code. The stickers will help continually communicate positive messages to parents.

### **Sharing good news with the Headteacher**

Children will visit the Headteacher for additional praise related to attitude, effort or behaviour.

### **Individual Class Rewards**

Teachers may choose to have sticker cards, personal stickers, prize boxes, a small snack etc. which motivate their learners or reward good behaviour leading to good learning and progress as special incentives.

### **Celebration Worship**

Behaviour choices, attitude and positive behaviour towards others are acknowledged and celebrated with the children through records in the “Golden Book”, and weekly stickers are issued.

### **Sharing Good News**

Visits to the subject leaders or an adult important to the specific child are also used as a reward for celebrating good choices and achievements.

### **Tuesday Top Table**

Children are selected based on their behaviour and choices to be rewarded to eat at “Top Table” The children are first to eat and they are joined by an adult from school.

Reviewed Autumn 2021

**We consistently use praise to encourage children and reward good choices.**

## **CLASSROOM MANAGEMENT**

It is the responsibility of **class teachers** to appropriately manage any poor choices by children within the classroom. Teachers should use a visual display to manage basic in class expectations. The teacher will then issue an agreed consequence to address the poor choices and the child will understand their choice has a consequence. The system must be clearly outlined and displayed in classroom.

Whole Class or “blanket punishments” are never appropriate.

### **Agreed School System:**

#### **Stage One:**

**ONE** verbal warning issued to ask a child to correct the poor choice they are making. Adults will explain the behaviour which needs to be changed and why.

#### **Stage Two:**

Visual prompt used as final warning for continued bad choice.

#### **Stage Three:**

##### **CONSEQUENCE ISSUED**

**5 minutes of break / lunchtime lost**

#### **Stage Four:**

##### **Time out of class**

During this time the child must complete the class work if appropriate with the support of an adult when necessary.

Work may be sent home to complete if it is necessary. Parents will be asked to support us in fulfilling this consequence to help their child makes the right choices in the future.

### **Specific Unacceptable Behaviour**

Some behaviours are totally unacceptable.

These incidents are very rare but procedure must be followed.

- Physically hurting others with intent.
- Inappropriate language, aggression, damage to property or anger displayed towards any other person in school.
- Speaking inappropriately.
- Persistent low level disruption.

Child/ren must go to the HT or senior staff. Staff **must** complete an **incident report** noting all facts.

SMT - will complete the actions on the incident report form. This will be a record for staff outlining the actions taken and the consequences.

Child to reflect on behaviour. Parents informed of the incident at the end of the day by class teacher or SMT as deemed appropriate on the incident report.

Reviewed Autumn 2021

**Repeated inappropriate behaviour will instigate a behaviour plan to help ensure support is available for the child.**

**Internal Exclusion**

As a consequence of behaviour children may complete their learning out of class for a set period of time – this may be a lesson, a half day or a full day. Parents will be fully aware of the situation.

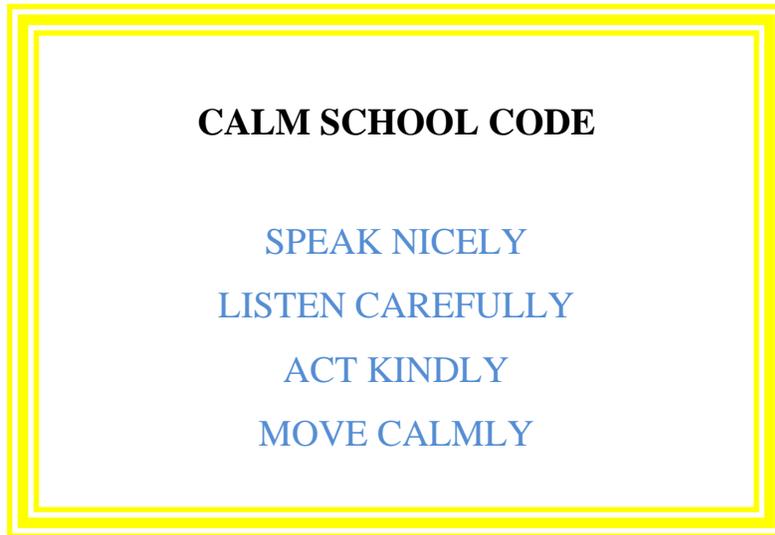
**Exclusion**

Northumberland County Council agreed Exclusion Policy will be put in place when appropriate. Outside agencies will be contacted to review the situation.

The HT and SMT will **always** support staff in behaviour management issues. If a range of children are not responding to the classroom management procedures steps will be taken to observe the children in class. Support will be given to ensure teachers are able to continue to deliver good lessons without learning being disrupted.

**The Power to Discipline beyond the School Gate**

The school will work with parents to review any behaviour related issues which take place out of school. No consequences or sanctions will be applied in school related to behaviour out of school. Any serious or unlawful behaviour would be reported to the police.



The Calm School Code is a reflection of everyday behaviour at Corbridge First School. It is modelled by all staff daily and used to praise and acknowledge good choices children make every day.

We teach children the importance of managing their behaviour, emotions and dealing with frustration or upset using the Calm School Code. The four simple directives are the clear guide to maintain a Calm School with a positive ethos. We promote positive behaviour, and good relationships, recognising that children need to maintain good self-esteem in order to achieve their potential.

When staff are supporting children to address a poor choice the Calm School Code should always be used as a reference for reflection.

All staff are expected to follow the School Behaviour Policy and model the 'Calm School Code' in school.

It is imperative that members of staff establish appropriate authority so that pupils feel secure and confident that behaviour management approaches are fair and consistent. Staff must establish appropriate relationships with pupils, championing them to be the best that they can be. Over-friendly behaviour compromises professionalism. If pupils seek physical contact this should be given an appropriate response. Groups of children looking for physical contact or rushing to adults for attention should be discouraged.

Shouting in anger is deemed totally unacceptable at Corbridge First School. Physical handling should only be used within the strict safety guidelines of the **Positive Handling and use of Reasonable Force Policy**. The school is committed to supporting high levels of well-being for all staff and will support anyone who seeks assistance with behaviour management.

Pupils should *never* be challenged, blamed or chastised for failings that are due to their parents or ultimately out of the child's direct control (in their functioning as a child).

Every child should always feel safe and valued regardless of any concerns being supported.