



Corbridge C of E First School **Behaviour 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.

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

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 SENDCo / Headteacher and create an individual behaviour plan (IBP) to outline additional measures being taken to support an individual. The IBP will be stored centrally and held by the SENDCo. They are short term supportive plans which are regularly reviewed to support the child in making the most positive choices.

Outside Agencies

When appropriate, school will contact outside agencies to support children with specific challenging behaviour. Excellent relationships will be developed with outside agencies and valuable support may be available. 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.

Systems

Early Years Behaviour Management

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

“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.

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. The Headteacher should be made aware of “treats” provided to children to ensure they are appropriate. Staff “gifts” to children or rewards of non-timetabled activities must be authorised.

Systems for Managing Children Making Poor Choices.

Classroom Management

It is the responsibility of **class teachers** to appropriately manage poor choices by children within the classroom. Within each classroom there will be a visual behaviour management tool. A sun, light grey cloud, and dark grey cloud will be displayed in every room. All children are made aware they begin **each session** of every day on the sun. Teachers should use the 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 is clearly outlined and displayed in classrooms. (Appendix 1)

Children must begin each session back on the sun. Children should not miss out on a future event or activity which is scheduled to occur later in the week or year. Issues must be dealt with so children can move on and start each session anew.

Whole Class or “blanket punishments” are never appropriate.

Our role in class is to be fair and consistent and **teach** children how to make good choices, **not** to just enforce punishments. Children should not be “told” to make apologies. As children are supported to reflect on their behaviour and think about how to “make things right” they will learn when an apology is appropriate and begin to take responsibility and make honest apologies.

Specific Unacceptable Behaviour

Some behaviours are totally unacceptable.

These incidents are very rare but procedure must be followed.

Procedure

- Physically hurting others with intent.
- Inappropriate language, aggression or anger displayed towards any other person in school.
- Speaking inappropriately.

Child/ren must go to the HT or senior staff. If necessary the HT/SMT should be requested to collect the child. 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.

Stage One Actions:

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.

If unacceptable behaviour continues Stage 2 Actions are implemented.

Stage Two Actions:

Child to reflect on behaviour.

Parents contacted by the HT/SMT to discuss the behaviour.

Immediate Stage Two actions may be taken based on the severity of a situation.

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



CALM SCHOOL CODE

SPEAK NICELY
LISTEN CAREFULLY
ACT KINDLY
MOVE CALMLY



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 (Restraint) 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. The child should always feel safe and valued regardless of any concerns we have about them.

Classroom Management

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:

CONSEQUENCE:

5 minutes of break / lunchtime lost

Child to stay with an adult on the playground.

Stage Three:

CONSEQUENCE:

A further 5 minutes of relevant breaktime is lost - *The class teacher must send a note **or** incident report with the child so the letter to parent can be completed by the HT/SMT.*

Time out of class

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

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.