Church Hill C of E Junior School

'Let Your Light Shine' (Matthew 5:16)

Together Everyone Achieves More

Behaviour Policy

Signed by: .....

Date: 26/11/26

Approved by Governor

Date: 26/11/26

Signed on behalf of the Governing body: .....
(Chair of Governors)

Next Review Date: November 2027

Church Hill C of E JUNIOR SCHOOL

BEHAVIOUR POLICY

Let your light shine before men, that they may see your good deeds and glorify your Father in heaven." Matthew 5 v.16

Introduction

Each year, at the beginning of the Autumn term, all children are introduced or reminded about the school rules in each classroom and as part of a whole school assembly. In this way, we encourage an individual child's light to shine as their gain the wisdom to appreciate the importance of rules and discipline. Classroom rules are set at the beginning of the academic year for each individual class. We endeavor for children to behave in a sensible and appropriate fashion in order for all pupils to let their light shine. They show a commitment to our value of koinonia as they understand how good behaviour is important for our school community and living well together.

To further enhance an appreciation of koinonia, all children will be allocated to one of four Houses: Kensington, Balmoral, Sandringham and Windsor, at the beginning of Autumn term in Year 3 or on entry if joining mid-year. House points are awarded to encourage positive behaviour.

The school rules are displayed prominently in each classroom and in the school hall.

The main elements of the policy are also in the school prospectus, on the school website, the information pack for supply teachers and the information pack for students on teaching practice. A copy of the policy is on display in the main reception area for parents and visitors.

Apart from the main policy, elements of behaviour are also included in the Anti-Racism Policy, the PHSE Policy, Anti-Bullying and the Child Protection Policy.

Our Behaviour Policy is designed to ensure that all pupils at Church Hill C of E Junior School have the opportunity to **learn**, **achieve** and **be successful**, but we also emphasise the need for everyone to respect each other. This is crucial for children to develop an appreciation for personal dignity. We also believe we have a responsibility to respect the wider community and promote a positive image of the school.

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as facilitating effective teaching and learning.

When children come to school, they come with the varied expectations and strategies adopted at home or in their community, country or world to promote 'good behaviour' and let their light shine. As we develop children intellectually, physically, emotionally, spiritually, morally and socially, we aim to reinforce the principles of good behaviour that extend beyond the classroom through promoting the British Value of the Rule of Law.

We believe that children learn best when they feel secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our balanced and broad curriculum promotes the wellbeing of all the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good behaviour is far more than compliance. **Behaviour for Learning** includes high levels of engagement and focus with children developing independent learning skills and good co-operative skills.

In our Christian environment, it is important that our Christian Values of compassion, love and forgiveness are evident throughout the school. At Church Hill C of E Junior School, learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching. Pupils and staff speak of conflict and disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start. Our ethos is centred on renewal and hope so wrongdoing does not have the last word. Through pastoral support, children experience reconciliation. Our Christian value of truthfulness is also at the heart of our approach.

We aim to ensure that parents understand and support the school's behaviour policy. They are encouraged to sign the home/school agreement and they are directly involved in its implementation wherever this is appropriate and necessary.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To make boundaries of acceptable behaviour clear, and to promote safety of pupils and adults.
- To have a consistent and fair approach to behaviour management throughout the school, which encourages parental cooperation and involvement.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To help pupils, staff and parents have a clear sense of unity, direction and feeling of common purpose.
- To work together with parents in a supportive role, providing opportunities for parents to seek advice from agencies such as: Early Help; First Response; School Nurses; Centre for Fun and Families; Solihull Parenting.

Children's Responsibilities

- To work to the best of their abilities, and to allow and encourage others to do the same.
- To work towards upholding the principles detailed in the Home – School Agreement.
- To treat others and themselves with respect.
- To graciously follow instructions of all adults in school.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Encouraging Behaviour for Learning

Teacher will establish explicit rules and routines for pupils to:

- Show good listening.
- Work as a group.
- Demonstrate the growth mind-set.
- Have dreams and aspirations.
- Concentrate.
- Show persistence.
- Cooperate.
- Be curious.
- Have a go.
- Use their imagination.
- Keep improving.
- Enjoy learning.

Staff Responsibilities

- To treat all children fairly, and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a motivational, challenging, interesting and relevant curriculum.
- To create a safe and pleasant physical, academic, social and emotional environment.
- To use rules, sanctions and rewards clearly, fairly and consistently in accordance with the House System.
- To be positive role models.
- To form a good relationship with parents and carers, so that all children can see that the key adults in their lives share a common aim.
- To work towards upholding the principles detailed in the Home – School Agreement.
- To recognise that each child is an individual and to be aware of their individual strengths and areas for development.
- To follow within teaching an agreed framework for Personal, Social, Health Education (PSHE) and for Citizenship.
- To take part in training/CPD to seek to further develop skills in promoting positive behaviour.

The Parents' / Carers' Responsibilities

- To make children aware of the need for appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To work towards upholding the principles detailed in the Home – School Agreement.
- To be aware of school rules and expectations.

Encouraging Good Behaviours

- Emphasis is always on encouragement and motivation of pupils.
- We seek opportunities to offer positive feedback and descriptive praise.
- Attention is given for success, not failure: we **'catch them being good and doing something good every day.'**
- We undertake to provide interesting and meaningful activities at an appropriate level of challenge.
- We encourage respect for all individuals, including respect for others' beliefs, culture and background.
- We encourage respect for other people's property.
- Adults in school act as role models for desired behaviour.
- We listen to what children have to say and try to ensure that they understand that they have been heard.
- We provide a physically and emotionally safe environment.
- We ensure clear and consistent use of rules, sanctions and rewards.

We aim to raise children's self – esteem:

- By communicating a sense of personal importance and worth.
- By ensuring that pupils experience and develop a sense of their own success.
- By maximising opportunities for pupils to take responsibility for themselves and their behaviour by, for instance, providing choices wherever possible.
- By ensuring that 'feelings' are part of both the overt and the hidden curriculum (PSHE).

Discouraging Poor Behaviour

- We ask children to stop misbehaving.
- Where necessary, we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreement between themselves, offering guidance and support as necessary.
- Through positive behaviour management strategies (assertive discipline), we encourage children to 'own' their behaviour, and to take responsibility for it, recognising that the child chooses how to behave.

Positive Praise

At Church Hill C of E Junior School, we believe children respond best to a positive and supportive ethos to encourage them to thrive. We try hard to create positive relationships between all stake-holders. We seek to recognise and praise those children who consistently follow our school rules and keep our school values, and promote that in itself as a reward. Hence we use Assertive Discipline across the school.

As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour, which in turn helps to promote a happy, secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal growth and learning. Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, teachers will celebrate such noteworthy behaviour across classes with significant adults in the child's life. This can include SLT (Senior Leadership Team), SMT (Senior Management Team) and Governors and especially parents and carers.

The school recognises good behaviour by celebrating individual successes in a Friday Celebration Assembly

and through the House system.

Across the school, praise is given by the awarding of House Points. Individual points are collated and the winners announced in Friday assembly, with the winning House receiving playground privileges.

Around the School

1. Children will be taught and expected to treat the school and its community with care and respect.
2. There will be calm and controlled movement around the school at all times, allowing each other space and common courtesies at doorways.
3. Children will be expected to give priority to adults and adults will be expected to acknowledge this courtesy.

Classroom Behaviour

1. Teacher expectations of behaviour for specific classes, year groups and individuals will be established and agreed with the children on entering the class at the beginning of the year (Class Rules) and will be clearly displayed for the children and adults to refer to. These expectations will continue to be expressed and expected, positively modelled and praised throughout the academic year. All children and adults will be valued and respected for their positive contribution to the community.
2. A class warning board will be displayed for all staff.
3. No child or group of children will be allowed to prevent another from accessing learning or from feeling secure and happy in that environment.
4. We will provide opportunities for children to develop further their social skills in class time through structured play opportunities (age-appropriate) and circle time activities. Classroom management will also encourage co-operative working situations to promote community dynamics.
5. Key year groups, notably Y6, will be given House, lunchtime and playtime responsibilities of both a social and physical nature with the aim of further developing their sense of community spirit and maturity.

AGREED CODE OF CONDUCT

The children and staff have worked together to develop a **Code of Conduct** which we agree will result in our school being a happy place in which we can all learn effectively.
This Code of Conduct consists of a set of six '**School Rules**' which all pupils and staff agree to follow. There are agreed consequences should pupils choose to behave in such a way that they break them.

SCHOOL RULES

1. **Follow instructions.**
2. **Keep hands, feet and objects to yourself.**
3. **Work in a way that will not disturb others.**
4. **Walk safely and quietly in and around school.**
5. **Be polite, no swearing, teasing or bullying.**
6. **Look after our school.**

CONSEQUENCES

If children choose to break the school rules, the following steps will be taken during the day (and recorded on the grid):

1. First time a rule is broken — A warning to be given
2. Second time a rule broken — Kept back in class for five minutes at break, lunch or home time/ They may leave room to work with Head of Year
3. Third time a rule is broken — Letter sent to parents & text home via school secretary. Child is sent to a member of the SLT who will take appropriate action.

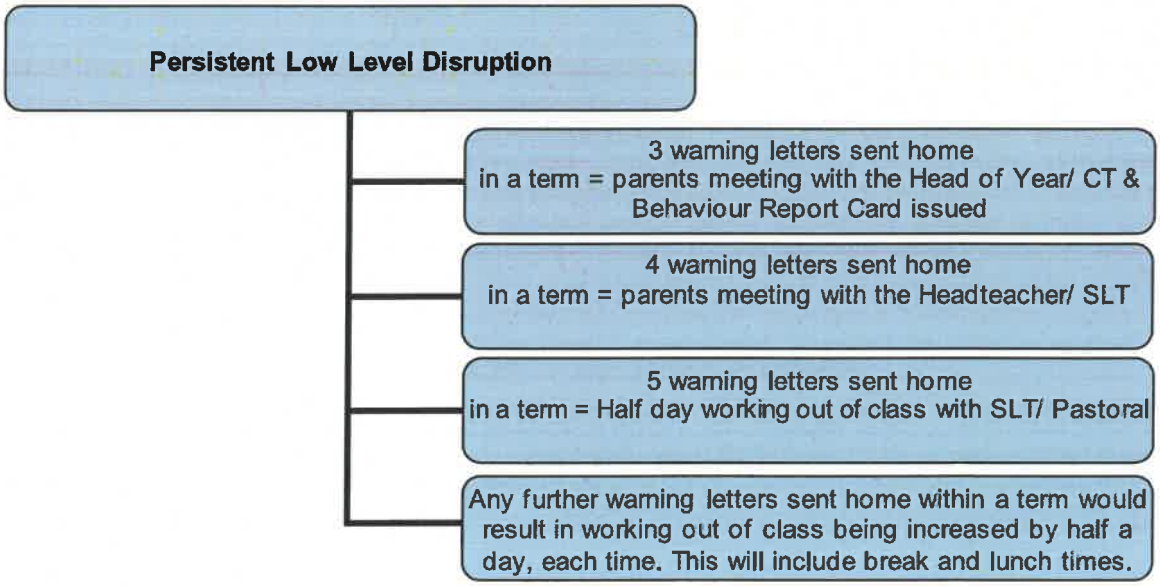
Severe Disruption Child is sent straight to the Headteacher who may inform parents and take further action as required. This includes the pupil working outside of the classroom and putting the child on a report card.

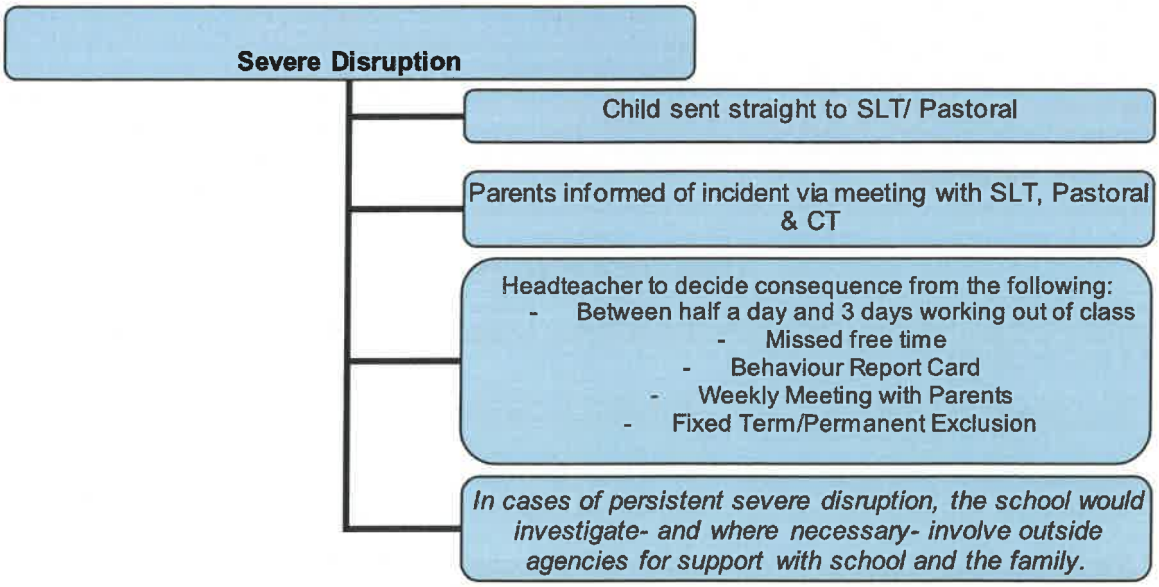
Warnings are cumulative throughout the day but all children begin afresh each morning.

A **'Severe Disruption'** means that if a child is violent, very abusive (including child-on-child abuse) or behaves in any other extreme way.

In instances where individual pupils repeatedly misbehave (a pattern of **low level disruption**) and a number of warnings each day, the class teacher will report the difficulty to the Headteacher and the Head of Year. If the Headteacher and Head of Year are satisfied that appropriate support for pupil's needs is in place and all measures to remediate behaviour have been explored, then they may use a behaviour report card.

A 'Behaviour Report Card' will be actioned to improve behaviour. A report card is used to record pupil's behaviour over the lessons in a given period against a specific target related to behaviour. The card will be removed when the child's behaviour has improved. Results of this will be fed back to parents. The report card may be adapted to suit the individual child's needs.





REWARDS

WHOLE SCHOOL REWARDS

Staff encourage pupils to let their light shine through the use of whole school rewards. These recognise positive attitudes, good work and appropriate behaviour:

- House Points – All children are allocated to a House and awarded House Points. Points can be awarded for excellent work, either in class or homework; outstanding behaviour for learning; demonstrating good manners and behaviour around school, including acting as a role model for other pupils; children significantly exceeding expectations in any area of school life; representing school in a positive manner and any other reason for which staff feel it would be appropriate. Points are collated and displayed in classrooms and added to a whole school tally.
- Weekly House competition winners receive playtime rewards – additional time on play equipment on the following Monday break time.
- Termly house competition winners receive a special lunch and are awarded the 'House Cup'.
- The House Competition 'Hall of Fame' recognises children who have achieved a significant number of House Points for the year. These children will be added to the 'Hall of Fame' notice board in the Hall.
- Star of the Week certificates to be awarded in celebration assembly for every class.
- Times Table and Reading Challenge certificates awarded in celebration assembly- remove.
- Attendance Awards - Attendance Cup presented to the class with best attendance each week. 15 House Points to pupils achieving 100% attendance termly with 1 pupil winning an Amazon vouchers. Badge for annual 100% attendance. Trophy awarded for 100% attendance throughout school life at the end of Year 6.
- Head Teacher's Award sticker for outstanding work or achievements outside of school.

CLASS REWARDS / INDIVIDUAL REWARDS

- Stickers, stars, stamps, certificates etc.
- Praise, send to another teacher with or without work for praise, send to the Headteacher or Deputy Headteacher with or without work for praise / Headteacher's Award.
- Positive notes or phone calls home, or informal chats with parents (by class / group teacher; SENCo; Headteacher/ Deputy Head).

APPLICATION OF RULES AND SANCTIONS

- Teachers review and revise the policy at the start of each academic year.
- Teachers raise pupil awareness of the Code of Conduct with their new class at the beginning of the first term of each new academic year as part of PHSE lessons.
- The Code of Conduct is in common throughout the school and must be adopted in its entirety by all teaching and support staff.
- Expectations of appropriate behaviour must be consistent between classes, but should take into account the age / maturity of the children and any special circumstances that may be pertinent to a particular class or pupil.
- Adult responses to aggravating and disruptive behaviour must be clear, predictable and in line with the Code of Conduct. Assertive Discipline techniques must be used consistently throughout the school, emphasizing the pupil's responsibility to choose appropriate behaviour
- Punishments or sanctions that are unfair, inconsistent or really unpleasant tend to be counter-productive and should be avoided.
- The effectiveness of sanctions comes through their being imposed following a warning.
- Teachers' responses need to be appropriate to the level of seriousness of the behaviour.
- The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken the agreed Code of Conduct.
- Imposition of sanctions should be done in a firm manner but must be consistent with the school expectation that all people will be treated with respect.
- It must be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future.

- The severity of a sanction should always be kept the minimum necessary to achieve improved behaviour.
- The aim of sanctions is to discourage future misbehaviour (although some form of reparation or atonement can be necessary e.g. public or written apology).
- The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy. Things may be forgiven, but they are not immediately forgotten. Reparation is a necessary part of the process.

BREAK AND LUNCHTIME GUIDANCE

RULES

- Follow the school rules at all times
- Always play fairly
- Treat others as you would like to be treated
- Use the lunchtime equipment correctly
- Tell a lunchtime supervisor/ staff if you have or see a problem

REWARDS

- Children will earn House Points for good behaviour at break and lunchtime to ensure consistency in the reward system. All House Points earned at break and lunchtimes are to be added to the class display by the child at their next opportunity (not during the break or lunchtime).

Children who choose to misbehave at lunchtime will receive penalties as described below:

AGREED HIERARCHY OF SANCTIONS (ADULTS SUPERVISING AT BREAK AND LUNCHTIME PLAY)

1. Verbal warning
2. Time out on playground – stand to the side or sit in designated place
3. Brought inside to discuss incident with Midday Manager. Yellow card – the incident is logged and consequences discussed.
4. If this happens 3 times per week or 5 termly = See HT. Appropriate sanction applied

Any pupil who persistently disrupts or aggravates others will be sent to Senior Manager on duty or SLT.
Any pupil whose play is sufficiently rough to hurt another child or adult will be moved straight to point 3.

Children may be given a yellow card and/or sent into school during lunchtime for:

- Persistent disobeying reasonable requests / instructions from support staff.
- Rudeness, cheek, insolence.
- Bad language directed towards other children or adults.
- Fighting (play or actual): hitting, punching, kicking – zero tolerance towards fighting in any form.
- Willful damage to school / other people's property.
- Persistently over-boisterous and unruly behaviour.
- Spitting.
- Serious name-calling that upsets another child.
- Deliberately annoying other children e.g. taking balls, spoiling games.
- Physical abuse to children / adults.
- Leaving or attempting to leave the premises.

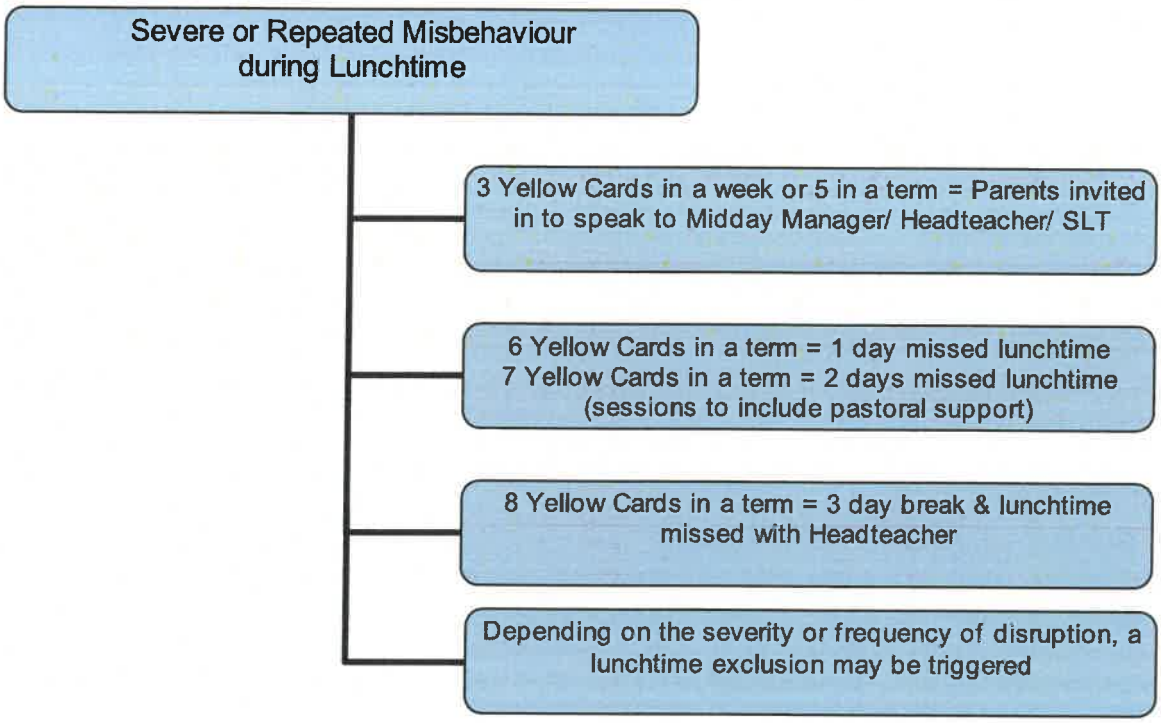
Children who are brought into school at break or lunchtime are dealt with by the member of staff on duty. According to the seriousness of misbehaviour, either the Midday Manager or SLT may become involved.

Appropriate sanctioning during these periods may include:

- Talking the situation through to a satisfactory conclusion

- A severe verbal reprimand
- Loss of part, or all of remainder of break or lunch-time play
- Loss of subsequent play times (morning or lunchtime play)
- Involvement of parent(s)
- Use of a warning
- Yellow card
- Red card provision (used by the child indicating that he or she needs time out)

If the problems involve severe and repeated misbehaviour during lunchtime play, the Headteacher may formally exclude a child from staying in school during subsequent lunchtimes after consultation with parents.



In cases of persistent severe disruption, the school would investigate- and where necessary- involve outside agencies for support with school and the family. Some children may require a restructured lunchtime when they spend some of it outside and some inside doing more structures activities.

We do not accept or condone any behaviour that deliberately sets out to be physically or emotionally hurtful. We recognise repeated instances of this type of behaviour as bullying (including child on child abuse) and work hard to educate all children about the damage that this can do. Our Anti- Bullying Policy gives clear guidelines for tackling any behaviour perceived as bullying.

In exceptional circumstances, a child may need to be restrained for their own safety, for that of another child or an adult.

If the child is a flight risk, restraint may be used at the beginning and end of the school day to prevent injury on the road. During the school day, if children attempt to leave the building, the Junior School grounds are secure and children can be monitored from a distance until calm. Should a child leave the school grounds during school hours, the police and parents/guardians will be informed immediately. Clear guidelines for dealing with this type of behaviour are in the Positive Handling Policy.

If any parents are concerned about their child's behaviour either at school, or at home, we ask that they make an appointment to discuss the situation with the Class Teacher or the Headteacher at an early stage. A shared approach is likely to be more successful and allows us to tackle problems before they become too serious.

REASONABLE ADJUSTMENTS FOR CHILDREN WITH SIGNIFICANT NEEDS

All our children are individuals and we accept they come to us with different social and emotional, as well as learning needs. For this reason, we reserve the right to adapt our behaviour policy to suit individual needs in the same way that we adapt our academic curriculum to suit individual learning needs.

For a very small minority of pupils, reasonable adjustments may need to be made to our rewards and sanctions to ensure these are meaningful, personalised and more immediate. The school has developed a reward system for children whose special educational needs are associated with emotional and behavioural complexities. The children choose a reward that they are working towards. Rewards are earned for demonstrating personalised behaviours/attitudes to learning that are appropriate to the child's needs. Rewards may benefit the individual child or the whole class depending on the child's individual needs. This has been developed through consultation with Oakfield PRU and Autism Outreach.

Appendix 1 Behaviour Policy - Supporting Guidelines

How children can be encouraged to resolve their own difficulties

Children should be encouraged to take some responsibility for resolving their own conflicts. This means that adults must take responsibility for teaching them and for modelling strategies for resolving differences.

Adults in school should strive to ensure that children reach successful conclusions to disputes through the use of negotiation.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

A Suggested Strategy for Resolving Conflict

- All others involved listen with no interruptions
- They are encouraged to maintain eye contact
- Each child has a turn to say:

1) What the other(s) has/have done to upset them
2) How they feel about it
3) Child causing / responsible for poor behaviour to reflect and identify how their actions impacted on others
4) How they would like them to behave in future

- No-one is allowed to interrupt or argue
- They carry on taking turns until everyone has finished
- The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the four steps, that they listen to each other and that they maintain eye contact
- If the children cannot resolve the conflict after a reasonable time, then the adult should decide to make a judgement and take appropriate action

Sanctions and Procedures

Sanctions will obviously vary according to what happened, but some of the courses of action below might be appropriate:

- Caution given verbally
- Pupil kept in to repeat work
- Letter of apology to be written
- Time spent putting something right
- Discussion time between involved children to settle any dispute with outcomes noted
- Sent to work alone. Time out
- Sent to work in another classroom
- Put on a behaviour contract
- A positive behaviour card
- Loss of play or lunchtime
- Exclusion from an activity
- Exclusion from school at lunchtime
- Fixed term or permanent exclusion if very severe and other strategies applied previously except in extreme circumstances. Statutory procedures to be followed in such circumstances

Church Hill C. of E. Junior School

Church Hill Road - Thurmaston - Leicester - LE4 8DE
(0116 2692509)
theoffice@churchhill-jun.leics.sch.uk
www.churchhill-jun.leics.sch.uk
Headteacher: Mrs D Brown

Church Hill C of E JUNIOR SCHOOL

'Let Your Light Shine' (Matthew 5:16)



Together Everyone Achieves More

HOME - SCHOOL AGREEMENT

Home – School – Child Agreement

In the spirit of this agreement each family aims to:

a. Ensure their child attends school and arrives on time (8.30am) with the correct equipment.
b. Notify the school of the reason for their child's absence as soon as possible by phone or by letter.
c. Make the school aware of any concerns or problems that might affect their child's work or behaviour.
d. Ensure the health and safety of their child by providing appropriate school uniform and footwear (clearly labelled). The wearing of jewellery is strongly discouraged.
e. Attend termly Open Evenings, Parent Consultation Evenings or Looking-at-Learning afternoons to discuss their child's progress and to work together with teachers to set learning targets for their child.
f. Support their child's learning at home by showing interest, praising effort and ensuring completion of reading and homework activities by due dates.
g. Support the school's policies and guidelines as outlined in the school's prospectus (available on the school website).

PARENT'S/CARER'S SIGNATURES:

_____

In the spirit of this agreement each pupil aims to:

a. Be polite, helpful and respectful of the beliefs, opinions and needs of others.
b. Follow school rules and take responsibility for their own actions.
c. Show positive behaviour for learning in the Church Hill Way.
d. Do their best in all class work and homework.
e. Bring the correct equipment to school each day (Planner, Reading book, pencil case, P.E./Games kit).

CHILD'S SIGNATURE_____

In the spirit of this agreement the school aims are to:

a. Expect each child to achieve their full potential as a valued member of our school community.
b. Provide a challenging, broad and balanced curriculum appropriate to the needs of each child.
c. Provide a warm welcome for children, parents, carers and friends at all times and offer opportunities for families to become involved in the daily life of our school.
d. Inform parents and carers about their child's progress and next steps in their learning.
e. Expect all children to take care of and to respect themselves, others and their surroundings.

HEADTEACHER'S / CLASS TEACHER'S SIGNATURES:

_____