# Curzon CE Combined School

# Behaviour Policy – Staff Guidance

## Principles of Good Practice

The most important aspect of our behaviour policy is an agreed and consistent approach by all staff. This ensures that a positive, supportive and secure environment exists within the school.

The standards of acceptable behaviour are set by example. At times, we recognise that children will test the boundaries of acceptable behaviour. Our success should be measured not by the absence of problems but the method of dealing with them. Staff need to model how to live out the school values of courage, kindness and respect.

1. **Good order and respect have to be worked for, they do not simply happen:**
* Set high standards
* Apply school rules and codes of conduct firmly and fairly
* Expect to give and receive respect, treating everyone as an individual
1. **Positive relationships are vital:**
* Greet and be greeted
* Speak and be spoken to
* Smile and relate
* Be positive and use praise
* Know your pupils as individuals and find something that you can connect with each child
* Do not have favourites
1. **At all times try to avoid actions which breed resentment:**
* Don’t humiliate others
* Don’t shout excessively or to scare pupils
* Don’t over react
* Don’t give blanket punishments-i.e. do not punish a whole class.
* Don’t use sarcasm
* Don’t issue idle threats
1. **Do all you can to:**
* Keep positive and upbeat
* Communicate
* Keep calm and be consistent. Don’t suddenly shout as you get stressed about the situation or feel you are losing control.
* Establish the facts
* Listen
* Use humour if appropriate
* Give pupils time to respond (have an open discussion)
* Be consistent
* Avoid confrontation
* Use diversion tactics if needed
* Set high standards of speech, manner and dress
* Deal with misbehaviour – to ignore it is to condone it
* Use sanctions selectively
1. **Handle conflict situations by:**
* Avoiding public confrontation, where possible
* Avoiding threats which could encourage a physical response
* Encouraging the pupil to give their side of the story. Write down all the sides of an incident to get a full and fair picture.
* Clearly explaining your perception of the situation. Blame the behaviour, not the child.
* Ensuring the pupil understands the reasons for the way you have chosen to modify their behaviour and accepts them
* Giving choice.
* Giving pupils a green time out card
* Seeking advice from SLT/ Head when necessary
* Taking time. Do not rush into hasty decisions- take time to establish all the details first.
* Apply the school’s Behaviour policy consistently and fairly

Sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable and needs referring immediately to SLT. Staff to encourage pupils to report any concerns with the knowledge that they will be listened to and taken seriously.

# SCHOOL AND CLASSROOM PROCEDURES

# Punctuality

* Get to your place of duty-classroom/playground -and other places promptly, especially at the end of play and lunch. Be aware of and act on pupils’ lateness;
* Pupils’ names are recorded in the late book in the Admin area as they arrive and are given a ‘Late’ slip. The office sends a letter home after five late arrivals;
* Do not shorten lessons leaving time where pupils are undirected;
* Be organised so you do not have to search for resources while the children are waiting;
* If you are delaying a pupil or group from where they should be, contact the receiving member of staff;
* If you are going to be delayed, make sure another member of staff knows about this delay and is able to support with supervision.
* Release children on time at the end of the school day. Do not detain pupils after the end of school as this can breed resentment amongst pupils and parents. If necessary, carry over a punishment until the next day.

# Start and finish procedures

* Adopt a welcoming, polite but firm routine at the beginning and end of lessons/registration/break. Have something for children to be getting on with as soon as they enter your classroom.

**REWARDS AND SANCTIONS**

Recognise the importance and value of praise and reward as integral to the ethos of the school. You can reward our pupils in many ways:

* Verbal praise – saying well done and the reason for the praise – proximity praise.
* House points awarded for work and effort.
* Advising others – Class Teachers/Deputy/Head – of good behaviour.
* Writing about good behaviour or work in the home/school diary.
* Showing work to a wider audience – assembly, the Head, Deputy, Subject Co-ordinator.
* ***Good*** letters/emails/phone calls home/conversations with parents in the playground.
* Displaying work in the classroom
* Rocket certificates awarded weekly and announced in the weekly newsletter to parents.
* Weekly kindness shield which is announced in the weekly newsletter to parents.
* Entry in the Golden Book of Kindness
* Whole class reward points for collective good behaviour.
* End of term certificates.

**Golden Time**

Every child, each week has the opportunity for ‘Golden Time’. This is 15 minutes of ‘free’ special playtime for the whole school involving a range of activities to choose from.

If children misbehave, then they can lose some or all of their golden time. This is the usual procedure:

* A verbal warning is given
* If the child continues to misbehave in that lesson, a yellow card is given and the child loses golden time.
* If a child’s behaviour is subsequently challenged, they are given a red card. They will then have to discuss their behaviour with the SLT. They will miss golden time and have a session away from their class. At this stage, the child is usually given the responsibility for correcting the wrong behaviours themselves, although sometimes the incident may be relayed back to the parents.
* 2 red cards however will result in a discussion of their behaviour with the SLT and parents will be involved in this discussion as part of a three way partnership in encouraging the child to make better choices for themselves and for those around them.
* 3 red cards in half a term usually results in the child being placed on a Behaviour report which will be reviewed regularly by the Headteacher.

The school keeps a record of all yellow and red cards. For more serious transgressions, including deliberately breaking Covid rules, a child may be given a red card straight away. At times, another sanction may be used (eg staying in for part of a break time, standing to face the wall at break time, missing football at lunchtime). Examples of yellow card transgressions include: talking in class, not lining up correctly, not doing homework on time. Examples of two yellow cards transgressions include physical response of retaliation when provoked. Examples of red card transgressions include deliberate physical violence or discriminatory remarks. See Outlines of Pupil Behaviour for more details.

# Other related documents:-

* Supervision Policy
* Pupil Restraint – Staff Guidance
* Low level concerns policy
* Bucks and national Guidance on Behaviour & Exclusion

*These guidelines are revisited annually alongside the review of the school’s Behaviour Policy.* September 2022