



**NORTH CAVE  
C of E PRIMARY  
SCHOOL**

# Behaviour Policy

Reviewed February 2023

School vision:

A Christian school at the heart of the community that we serve.

**Achieving** our goals as we are guided by God's light.

**Believing** in ourselves, in each other and in God.

**Caring** and nurturing all of God's children in our school family.

**Sharing** our aspirations through our exciting, enriched and inclusive curriculum.

*'Therefore encourage one another and build each other up, just as in fact you are doing.' 1 Thessalonians 5 Verse 11*

*For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline.*

***Timothy 1:7***

## **Rationale**

At North Cave CE Primary School, we believe that 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 facilitate effective teaching and learning. We aim to reinforce the principles of good behaviour based on our school's Christian values and regularly link discussions around behaviour to our four key values of determination, trust, friendship and respect.

We believe that children learn best when they are secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our balanced and broad based curriculum promotes the wellbeing of all the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life.

At our school, we seek to foster a secure, caring atmosphere where each child is valued as an individual. We believe that every opportunity should be taken to enhance self-esteem by praising his/her achievements. Mutual respect and co-operation should be encouraged between children, staff, parents and the larger community. Behaviour should be determined by courtesy and consideration for others and should be underpinned by our core Christian beliefs and values. The emphasis should be on the positive aspects of children's behaviour and work. Behaviour should be managed positively and consistently throughout the school and standards set in a calm but firm way. In this way we aim to promote an environment in which individuals can flourish and which is conducive to learning.

In our Christian environment it is important that an attitude of compassion, love and forgiveness is evident throughout the school. At North Cave C of E Primary 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.

## **Aims**

1. To create a caring Christian environment in which the children feel safe and valued.
2. To actively promote all of our Christian values through our friendship and cooperation with each other.
3. To create a good working atmosphere which is conducive to learning.
4. To promote within the school community, kindness and good manners.
5. To encourage the children to trust and respect each other showing tolerance and sensitivity to the needs of others.
6. To encourage children to try their best at work and play.
7. To develop determination, self-discipline and self-management in order to make the right choices.
8. To teach and promote the value of forgiveness.

In order to achieve our objectives it is important that everyone within our school community works together for the benefit of our children.

## **Organisation**

Within the classrooms, behaviour is managed through the use of the 'good to be green, great to be gold' scheme. Within this scheme, there is an expectation that all pupils make appropriate behaviour choices and therefore remain within green. A traffic light system is implemented for pupils who make inappropriate choices within the classroom. Central to this system is the value of forgiveness and the emphasis is upon providing pupils with the opportunity to modify their choices and return to green.

## **Consequences of behaviour choices within the classroom**

1. Initially, a pupil may be given a verbal warning that their behaviour is inappropriate.
2. If the behaviour is more serious or a pupil persists after a verbal warning, their name will be moved from the green circle to the yellow circle. If a pupil chooses to modify their behaviour, they will be invited by the adult to move their name back to green.
3. If the behaviour is deemed to be serious, a child's name may be put straight into the red circle. Alternatively, a child may be moved to the red circle from the yellow circle if they continue to make inappropriate choices despite being offered the opportunities to modify their behaviour. In these circumstances, a consequence will be put into place by an adult. This may include missing a part or whole playtime or being sent to an alternative teaching area.
4. If a child is regularly placed into the red circle, parents of the child will be informed by the class teacher and positive strategies to support the child discussed.
5. It is recognised within our 'good to be green, great to be gold' scheme that the majority of our pupils remain within green at all points and consistently make appropriate behaviour choices and choices that actively support the values we teach. In order to recognise this, at the end of each day, two pupils from each class are moved to gold from green. These pupils are selected by the teacher though other pupils are sometimes involved in suggesting pupils who they feel have made good choices.

## **Consequences and rewards for good behaviour**

Within school, pupils are taught about rewards and consequences. Positive behaviour choices may result in the following consequences:-

- a) Praise will be used frequently to motivate and reward positive choices.

- b) Work of a high standard for the individual will be rewarded with verbal and/or written comments. House points can be given for effort or achievement with work.
- c) Children should be sent to show good work to a member of the Senior Leadership Team.
- d) Particularly pleasing work, including writing, painting, modelling etc. may be shown in a thank you collective worship and displayed in a prominent place.
- e) Teachers, lunchtime supervisors and helpers may award stickers to children for displaying the school Christian values that we are promoting. There must be a conscious attempt to reward this type of behaviour by all staff.
- f) House points are recorded within each class. Children receive rewards based upon the number of house points that they have achieved.
- g) Every week three children from each class will be nominated to have their efforts celebrated in the thank you collective worship and the weekly newsletter.
- h) Certificates are used as a reward for good work and reading in our thank you collective worship and also to celebrate other achievements.
- i) Golden Time may be used but will be arranged by each class teacher in a way that will suit the needs of their pupils.
- j) At a teacher's discretion, a system of incentives to reinforce positive behaviour choices may be implemented at class, group or individual level.

### **Consequences of inappropriate behaviour**

Should negative behaviour choices be serious or persistent, a child will have their name recorded on CPOMS and a senior member of staff informed. They will speak to the child involved and an appropriate consequence will be put into place. Where possible and based upon our belief in forgiveness, a restorative conversation will take place and parents may be informed.

In the event of recurring negative behaviour choices, it may be necessary to set up a behaviour support programme. These are very individual and are designed to encourage positive behaviour choices. They will be drawn up in consultation with the parents and class teacher and if necessary support from outside agencies will be accessed.

The head teacher or in his absence a member of the SLT will determine the use of suspension as a consequence. This will only be used for serious actions and will be used in line with the Suspensions and Exclusions Policy.

A decision to suspend a child should only be taken:-

1. In response to serious breaches of our behaviour policy.
2. Once a range of alternative strategies have tried and failed.
3. If allowing the child to remain in school would seriously harm the education or welfare of the pupils or others in the school.

### **Responsible Personnel**

All adults who come into contact with the children have an obligation to ensure the safety and well being of the children and encourage positive behaviour choices.

It will be necessary for all responsible adults to be familiar with this policy and to apply the rewards and consequences fairly and consistently to all children. Each person should make a particular effort to observe children demonstrating positive behaviour choices and praise them accordingly. All negative choices should be dealt with in line with this policy in a calm, quiet way.

It is the responsibility of the class teacher to keep a log of the behaviour of individual pupils where their behaviour is causing concern. Records are kept on CPOMS and are readily available when needed.

It is recognised that parental support is needed in order to support all children. It is therefore vital that school maintains an open dialogue with home and that both support each other.

### **Recording and Assessment**

Significant behaviour choices will be recorded on CPOMS and records regularly reviewed by a member of the SLT.