

Practitioner for EYFS is: Miss Lucy Jones, Head of Early Years

In support of a holistic approach to the development of our pupils at St Christopher's, we seek to provide a structure for daily living within which good behaviour is encouraged and supported. We recognise and appreciate achievement in all aspects of school life through school assemblies, appointments to positions of responsibility and the award prizes. This policy sets out the expectations we have of staff and children to promote good behaviour in the school community.

RESPONSIBILITY OF ALL STAFF

- Start registration, assemblies, lessons and other activities promptly.
- Keep all the children engaged, motivated and encourage creative dialogue.
- Differentiate work so that children are extended and scaffold work so that all children can access learning.
- Recognise the importance of good working habits, attitudes, skills and knowledge, and of the provision of a happy working atmosphere.
- Mark all work promptly and constructively using the school's clear marking policy.
- In KS2, set appropriate, clear homework that consolidates learning within class.
- Keep an attractive, clean and tidy room, maintaining interesting and interactive wall displays with evidence of pupils' work.
- Have a low emphasis on punishment and a high recognition for positive achievements - a balance between rewards and sanctions.
- Deal with all misbehaviour immediately and firmly – to ignore it is to condone it.
- Set high standards of speech, manner and dress.
- Encourage pride in the school.
- Encourage self-discipline.
- Provide support for individual pupils.
- Be vigilant for signs of deterioration in pupils' work, behaviour or physical appearance.
- Guard against a downward spiral of negative expectations.
- Encourage positive ways in thinking about pupils and use disapproval as the most powerful sanction.
- Make a clear distinction between minor and more serious offences.
- Establish positive links with parents so that a climate of trust can be fostered, which will be more likely to encourage a responsive attitude if school requires their support with difficult issues.
- Treat pupils with courtesy, respect their ideas, value their individuality, and listen carefully to what they say since pupils learn by example.

- Encourage pupils' self-esteem since pupils will respond better and are more likely to develop considerate and responsible attitudes.
- Do not tolerate aggressive behaviour.
- Expect good and sensible behaviour both inside and outside the classroom.
- Be vigilant about behaviour as children change lessons.
- Use praise wherever possible since it reinforces and motivates, particularly when children are polite and responsible.
- Always set high standards and ensure that **all** aim for the same standards **all** the time.
- Insist on good manners at all times.

CHILDREN SHOULD BE EXPECTED TO:

- Follow the instructions of all those given by an adult in school.
- Behave sensitively towards each other, being aware of the needs and concerns of others.
- Be polite, well behaved and sensible, showing respect to others: fellow-pupils and staff.
- Be punctual for Registration, Assemblies and lessons.
- Be aware of homework assignments, what is required to be done and handing them in when completed at the specified time.
- Be responsible for the tidiness of themselves, their desk, form-room and cloakroom areas.
- Be in the proper uniform and be well groomed.
- Have all the equipment required, and appropriate equipment for particular lessons.
- Leave school looking smart.

REWARDS

The Lower School behaviour reward scheme reflects the age of these children. Names are moved daily or if necessary during individual lessons between the Rainbow, Sun and Rain Cloud.

In the Upper School where children meet and even exceed the school's expectations regarding behaviour and application to work- whether it be academic, musical, artistic or in games and sport-the school's house system offers the opportunity for reward through the award of an appropriate number of house points for such achievement. For example, house points are always awarded for the achievement of an effort grade 1 or 2 in half-termly reports. They are also awarded at members of staff's discretion for positive contributions to all aspects of school life.

Negative house points- for perceived poor behaviour or performance are never used.

St Christopher's Award

This trophy is awarded every half term. Staff are asked for nominations of pupils they feel have displayed a positive attitude in contributing to school life, academic work and consideration of others.

RESPONSES TO INFRINGEMENTS OF SCHOOL DISCIPLINE

The object of any disciplinary action is protection rather than punishment – protection of the child and/or the community. The key word in administering any discipline is justice, that is, fairness.

- A pupil must always be given an explanation of why a rule or a particular mode of behaviour is necessary.
- A pupil must always be warned of what the consequences of a breach of discipline will be. *As indicated in the policy on warnings, suspensions and expulsion.*
- A punishment should not be imposed unless it is clear that a pupil has fully understood the above two points, and that a deliberate breach has later followed.
- Any punishment should be limited in time and scope to the minimum necessary to deter recurrence of the breach.
- A pupil should always be told when a punishment will end.

REPORT CARDS

- If a pupil displays consistent, inappropriate behaviour, a report card will be introduced. The details of which will be agreed upon by a senior member of staff, the form tutor, parents and pupils.
- The report card will be signed by each teacher at the end of every lesson - inclusive of break times. The teacher will note any positive behaviour and share this to the pupil. The teacher will also report any recurrence of poor behaviour.
- The report will then be reviewed after a week and a decision will be made whether to keep the report card.

HOW POSITIVE BEHAVIOUR IS EMBEDDED IN OUR SCHOOL:

- Assemblies identify key topics that emphasise and celebrate excellent behaviour. Head-teacher awards are presented in whole school assemblies for children who demonstrate and embody the schools values.
- Termly assemblies with parents (Harvest Festival, Poetry assemblies etc) also allow opportunities to celebrate achievement and highlight success with the whole school community.

- Our PSHE curriculum is comprehensive and regularly covers topics that help children understand how to regulate behaviour and identify when behaviour is inappropriate or unacceptable.
- Extended class registration times allow form tutors to identify issues concerning their class and hold circle time activities that help all pupils address these.
- Prep 6 prefect scheme means that older children model appropriate behaviour around school.