



Oxton St Saviour's CE Behaviour Code



Discipline

Should problems concerning disruptive behaviour arise, then the teacher concerned will decide how best to deal with the problem and bring about an acceptable conclusion. Teachers use a wide range of approaches to convey messages to pupils, either individually or to a whole class. They can smile; have a quiet word; decide the best approach to individual pupils; gain the quiet attention of a whole class; stop mid-sentence whilst reading a story and gain immediate attention of a pupil whose concentration is wandering; comfort a pupil who has been treated unkindly by another pupil; address an issue when an individual pupil is acting unwisely; stop a pupil with a look of displeasure when necessary; train the class to attend to a signal that means the teacher requires their attention; raise their voice if necessary to an individual or the class. Staff will employ many good teaching skills and techniques for maintaining good order and thus a safe environment.

More serious matters will be brought to the attention of the head teacher, or a member of the senior leadership team, and depending on their frequency, nature or severity, parents may be informed.

Positive reinforcement.

There are many ways available to create a classroom atmosphere where children can be helped to grow emotionally and socially and have positive behaviour encouraged, and poor behaviour discouraged. Some of the ways we do this are:

In addition, we have ongoing strategies to raise self-esteem:

- Teachers congratulate and praise children for effort and achievement.
- Each week a behaviour certificate is awarded to a child in each class in recognition of those pupils who have shown excellent behaviour.
- Each week a 'Christian Values' certificate is awarded to a child in recognition of demonstrating the school's core values – this child can be nominated by another child or a member of staff.
- Pupils who have achieved weekly certificates have their photographs published on the school website (when permission has been given) and presented on the 'Hall of Fame' wall in the hall.
- A Praise and Prayer Collective Worship takes place every Friday to acknowledge weekly achievements.



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- The school acknowledges all the efforts and achievements of children, both in and out of school – we celebrate these in class and in our Praise and Prayer Collective Worship.

Children who display particular difficulties will be discussed with the SENCO and with parents. Support plans can be a valuable way to plan an approach to modifying a child's behaviour. Assistance and expertise are available throughout the staff and, in extreme cases, through the Educational Psychology Service & Educational Social Welfare and Attendance Services. Colleagues will always lend a sympathetic ear to members of staff experiencing difficulties with children's behaviour

Sanctions

Corporal punishment has been abolished in state and 'aided' schools. Corporal punishment means the intentional application of force as punishment. This is not consistent with our vision statement.

Teachers and other staff however, may have to intervene physically, often on the spur of the moment to avert an immediate danger. They should do this with confidence and use reasonable and moderate intervention, as would be done by any caring parent. Teachers should never put themselves at risk. Staff are trained to do this safely.

Incidents of physical restraint are rare and will only be used to prevent a child hurting themselves, other children or adults or school property.

The use of appropriate consequences when dealing with children is part of the professionalism of teachers and a necessary tool to have at your fingertips. Consequences are an everyday part of teaching, and life, and yet the choice of such consequences should be in line with the school's Christian vision and ethos.

To ensure that consequences are applied consistently, the coloured zone system should be applied:



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	Red	Orange	Yellow	Green
Behaviours	Bullying Racism Homophobia Transphobia Swearing continuously Biting Fighting Spitting at people Showing private parts of our body/pulling pants down Stealing Continuous red, orange and yellow behaviour (including a recurrence of Yellow and Orange zones)	Continuous yellow behaviour even after warning Cheating in class Lying repetitively Disrespectful to an adult Being rude to another child Damaging other people's belongings or work Damaging school property – breaking our equipment on purpose Not respecting other people's privacy (reading thought books, invading personal spaces, telling private things to others) Deliberately hurting a child through words or actions or persistently excluding them from a group. Running and shouting in the lunch hall Coming into school/rooms without permission Not using appropriate language	Shouting out in class Not following the lunchtime rules Cheating in games Not trying our best Not tidying up Not sharing Talking while our friends or teachers are talking Not letting people join in our games Rough play Pushing Running through school Jumping down the stairs (inside and outside) Sliding down the railings Climbing walls Not saying sorry Messing in the toilets Talking about people behind their backs	Working hard and being ready to learn Listening to our teachers and friends Being kind to our friends and teachers Walking through school quietly and sensibly Holding the doors for adults Follow the playtime and lunchtime rules Helping each other Respectful Supporting each other Have good sportsmanship and be a role model Showing our Christian values
What will happen?	Mr Ramsden informed Parents informed immediately by Mr Ramsden Miss playtime/lunchtime 5 House-points or 5 dojos taken away – with the chance to earn it back Restorative work with people involved Internal exclusion (at HT discretion)	Parents informed at the end of the day by the class teacher Go to a different classroom for some time out 3 House-points or 3 dojos taken away – with the chance to earn it back Restorative work with people involved	Reminders of behaviours and warning of moving to orange Restorative work with people involved	Stickers House-points or dojos Top house-point scorer certificate Dojo certificate Mr Ramsden informed Parents informed Shared in the newsletter Christian value award



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Children may not always be aware of consequences that have happened to other children. That is a private matter between the school, the pupil and their parents. The consequences that happen are always in line with the school's Christian vision and ethos and we seek to establish forgiveness, reconciliation and offer support and guidance to all pupils, as required.

At Oxton St Saviour's CE Primary, we use a method of restorative action to find a resolution to behavioural matters between pupils. Restorative action is not forcing a child to say 'sorry' in the heat of the moment, or shortly after an incident, as we find it proves to be ineffective. We believe that restorative action supports a child to recognise the impact of their behaviour and establishes how best to restore a friendship through meaningful and positive interactions. Restorative action takes time and will be supported by members of staff working closely with the children.

Parents and carers should be aware that, due to confidentiality, staff are unable to discuss specific information regarding another child, including the actions taken or the consequences following behavioural incidents. School will keep parents informed of any support or intervention required for their own child.

Official exclusion from school is a very rare occurrence, which would be discussed with staff and Chair of Governors before taking place. This has only ever been used if other children and staff at the school are at risk of harm and all possible interventions have been exhausted.