

Good Behaviour Booklet



Guidelines for parents, carers, children,
staff, governors and all our friends who help at
Cawood Church of England (VA)
Primary School.

GOOD BEHAVIOUR GUIDELINES

At Cawood Church of England Primary School we foster an atmosphere and ethos based on Christian Values. Our good behaviour guidelines are particularly focused on the values of forgiveness, love, respect and a sense of a fresh start.

Our core Christian values are Perseverance, Friendship, Thankfulness and Wisdom (PFTW). Our behaviour policy is to clearly outline our expectations and to maintain consistency of practice throughout the school. We actively encourage friendship, thankfulness and wisdom as part of our behaviour policy in all aspects of our school life with the hope that good friendships will last for a long time and will help to support each individual in the pursuit of faith and life-long learning.

We recognise that at some point we may need to be forgiven and we encourage this as a central part of our school. We would seek to emulate the words and actions of Jesus as he forgave. We aim to model this forgiveness in our school and community with the strong purpose that through forgiveness there is a deeper understanding and care for one another. We want all our children to feel happy and secure and to have the opportunity to grow in every aspect of their lives.

We believe that a strong partnership between school and home is essential (**connect**) to our children's development. Through this partnership we can help our children to be caring, thoughtful, responsible people who respect others, their environment and community. (**Take notice**)

In this booklet we outline:

- the benefits of good behaviour
- expectations and fair rules
- how to encourage good behaviour
- what is unacceptable behaviour
- discouraging unacceptable behaviour
- dealing with unacceptable behaviour

THE BENEFITS OF GOOD BEHAVIOUR ARE:

FOR CHILDREN

- They learn to care for one another.
- They learn to respect each other, adults and resources.
- They learn the value of friendship.
- They feel secure and respected.
- They develop self-confidence.
- They try their best to reach their full potential.
- They learn to care for our school and environment.
- They have a deeper understanding of the Christian values.

FOR TEACHERS

- They teach effectively.
- They meet the needs of all pupils.
- They feel supported in their role as a teacher.
- They develop personally and professionally.

FOR PARENTS

- They are reassured that their child is secure in school.
- They feel confident that their child is growing personally, socially and academically.
- They feel valued as partners in their child's education.

EXPECTATIONS, PRINCIPLES AND FAIR RULES

- We are kind, polite, friendly and helpful to everyone in school – other children, all staff, parents and visitors.
- We take care of our school and its environment. We all keep it clean and tidy so that it is a welcoming place that we can be proud of.
- We work quietly and let other people get on with their work.
- We try our best at everything we do. **(Be active)**

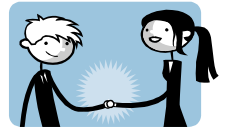
- We encourage others to do their best.
- We listen carefully to other people. **(connect)**
- We take care of our own belongings and show respect for the property of others.
- We move calmly and quietly about school and act sensibly and safely at all times.

FIVE RAINBOW RULES

These are linked to the UN Convention on the Rights of the Child.

Every child has the right to be cared for and not to be hurt, so...

1. We are kind and respectful to everyone



Every child has the right to be listened to, so ...

2. We are active listeners – stop, look, listen, think.



We have empty hands

Silent voices

Eyes on the speaker.



Every child should have things to play with and for them not to be broken, so ...

3. We look after everything



Every child has the right to be safe and protected, so ...

4. In school, we do as adults ask.

Every child has the right to an education and to get on with their work undisturbed, so ...

5. We always try our best



Our Rainbow Rules in a Nutshell

- 1. We are kind.**
- 2. We Listen.**
- 3. We look after everything.**
- 4. We do as adults ask.**
- 5. We always try our best.**

HOW WE ENCOURAGE GOOD BEHAVIOUR IN SCHOOL

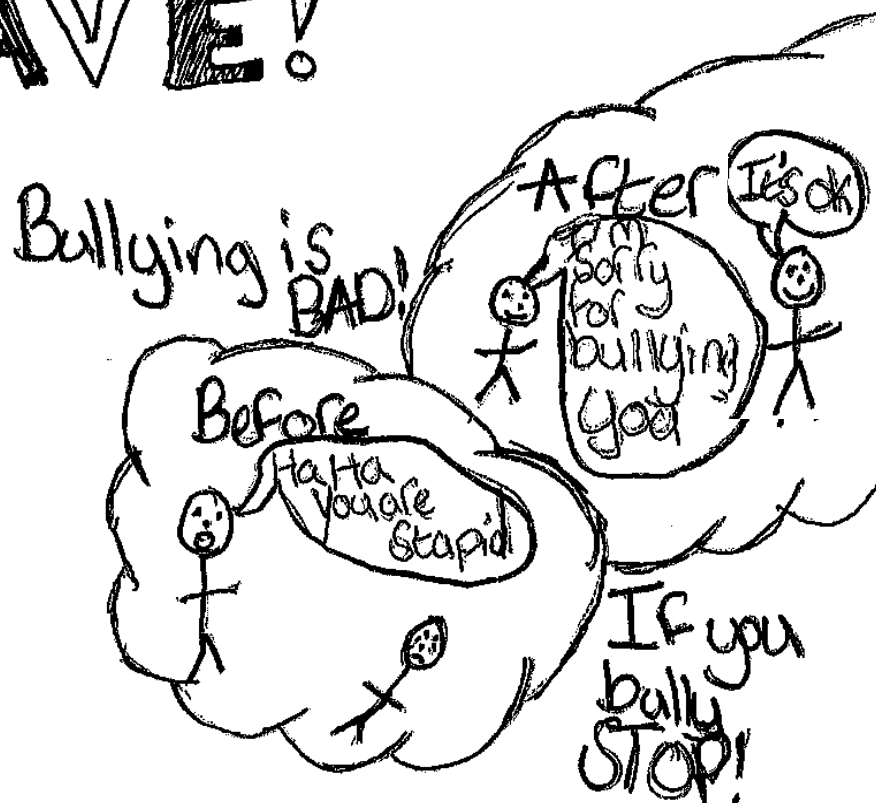
- We highlight and praise good behaviour as it occurs.
- We explain and demonstrate the behaviour we wish to see.
- We encourage children to be responsible for their own behaviour.
- We praise and reward individual children and groups of children for behaving well.

WE PRAISE AND REWARD GOOD BEHAVIOUR WITH

- Praise and encouragement.
- Stickers, certificates, golden tickets, and special mentions.
- Class rewards for the class with the most golden tickets at the end of the week
- Individual, group or class privileges.

BEHAVE!

Together
Everyone
Achieves
More



WHAT IS UNACCEPTABLE BEHAVIOUR?

- Physical or verbal violence towards others.
- Bullying of any kind.
- Refusal to obey a reasonable request.
- Deliberate damage to property.

DISCOURAGING UNACCEPTABLE BEHAVIOUR

Occasionally, children may forget our expectations for good behaviour and be inconsiderate towards others. Everyone at Cawood Church of England Primary School has agreed to try to prevent this from happening by reminding them of the five rainbow rules.

Sometimes this may not be enough and it may be necessary to deal with misbehaviour and broken rules.

We have a 4 step warning system in place as outlined below. At each step the child is given a verbal warning by the member of staff.

This is age and development stage appropriate and will be adapted for the children in F1, F2 and children who have an educational health care plan. (EHCP)

<p><u>At the start of each day.</u></p>	<p>All children have a fresh start unless there is a specific incident or issue which needs to be handled over a period of time.</p>
<p><u>Step 1 – Warning 1</u> Negative behaviour</p>	<p><u>The child is given a verbal warning</u> and a quick explanation as to why the verbal warning has been given. The warning is recorded on the warning sheet as a tally mark.</p>
<p><u>Step 2 – Warning 2</u> Negative behaviour</p>	<p><u>Child is given a second warning.</u> The member of staff gives a quick explanation as to why they have received a second warning. The warning is recorded on the warning sheet as a tally mark.</p>
<p><u>Step 3 – Warning 3</u> Negative behaviour</p>	<p><u>The child is given a third warning.</u> The child is moved to a separate space away from the other children or is sent to another class for 15 minutes. They must miss the next break to make up any work that has been missed. The warning is recorded on the warning sheet as a tally mark.</p>
<p><u>Step 4 – Warning</u> Negative behaviour</p>	<p><u>The child is given a fourth warning</u> The child is taken to a senior teacher or Head teacher who discusses the behaviour with the child. A suitable sanction is agreed such as missing lunch time and playtime. The child is asked to reflect on the behaviour and to record this on the behaviour pro forma. The class teacher/ Headteacher contacts the parents/carers to discuss the behaviour and to communicate what has happened and to agree a course of action that would help support the child to make better choices and to follow the rainbow rules. The warning is recorded on the warning sheet as a tally mark or it may be recorded as the number 4.</p>

For serious incidents of negative behaviour such as swearing or fighting a child will be moved straight to step 3 or step 4 and be given 3 or 4 warnings.

In very rare cases where it may be necessary to exclude a pupil from lessons (internal separation from their class) or school; this will only be considered after all other possible options have been explored. The child's behaviour will be discussed with the teacher, Headteacher and parents and carers before a decision is reached on the appropriate course of action. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.



My thoughts and feelings about what has happened.

Name:

Date:

What happened?

What could I have done differently to make it better?

**How can I make it better? Do I need to forgive anyone?
Do I need to say sorry to anyone? Do I need to ask anyone to
forgive me?**

Document Status			
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Website ,Server			