



BEHAVIOUR POLICY

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature Date

Head Teacher at Carmel Christian School

Signature Date

Chairperson of the Governing Body

Signature Date

Wayne Skinner Chairperson CMI Board of Trustees

Revision table	Date	Details
Review	18 November 2017	Major rebuild of several sections
Review	11 November 2018	Review of the policy by the Governors
Review	28 August 2019	Review
Next Review due	28 August 2020	

INTRODUCTION

Carmel Christian School is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. At Carmel Christian School we aim to engender a passion for learning and the pursuit of excellence in every aspect of our work. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Carmel Christian School wanting and determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, and

provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

Carmel Christian School considers the moral and spiritual development of all its students as being of great worth. All associates of the school community need to have a strong sense of the standards we wish to encourage and an understanding of right and wrong. In particular, all our pupils must accept that they are accountable for their actions, and that actions always have consequences. Of course, the school is only one part of each pupil's life: parents, siblings, extended family, society at large and, in most cases, a Christian faith will contribute to their moral and spiritual development.

There are firm boundaries and expectations regarding behaviour and positive encouragement and rewards for those who follow them. When children behave in an unacceptable manner physical punishment will never be used or threatened. Although staff may feel the need to raise their voices the students will not be shouted at in an aggressive way.

When a student displays unsatisfactory behaviour it will be discussed to see how it can be improved in future. It will always be made clear that although the behaviour is wrong the child is still accepted and loved. The individual child's level of maturity and understanding will be taken into account when dealing with any behavioural problems.

We want our children to:

- Be eager and enthusiastic learners
- Be confident in themselves as learners
- Understand themselves as learners, being proud of their successes and understanding the next steps in their learning
- Be emotionally intelligent
- Be resilient and determined to succeed
- Be responsible for their actions

We aim to achieve this by:

- Ensuring that children's achievement is at the heart of our school
- Valuing and celebrating children's social and cultural diversity
- Maintaining the highest possible expectations of every child
- Striving to ensure that every child succeeds
- Adopting a 'no excuses' attitude towards children's progress and attainment
- Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment
- Working closely with parents and carers to ensure that we are providing the best possible education for our children

Our behaviour policy is designed to achieve the following agreed aims:

1. To create an ethos where:



- Every child feels safe and secure
- Every child feels valued
- Every child develops into a confident individual
- There is a strong climate of mutual respect between all members of the school community, so that relationships are happy and harmonious

2. To develop a community of learners where children are supported to:

- Understand and manage their emotions
- Understand the impact of their behaviour on their learning their peers
- Understand that they are responsible for their own behaviour
- Understand the choices they have in terms of their behaviour
- Enjoy successful social relationships with their peers
- Have positive relationships with adults in school
- Develop the full range of social skills that enable them to take turns, to negotiate, to empathise and to be able to resolve disagreements or conflicts independently and appropriately.

The Carmel Christian School Code demonstrates the consistent behaviour we expect from our children at all times.

The CARMEL CHRISTIAN SCHOOL CODE:

1. We work hard and always try our best
2. We are always polite, kind, helpful and honest
3. We always try to keep ourselves and others safe
4. We respect each other and our environment
5. We always walk quietly inside the school
6. We work as a team and value other people

We teach the students to respect authority as given by God to parents, teachers and others in the school and Church communities; therefore, the principles underlying this Behaviour Policy are based on respect for self, for others and for the environment:

- Respect for self:
 - Everybody should:
 - Behave in a sensible and appropriate manner
- Respect for others:
 - Everybody should:
 - Allow others to learn and teachers to teach
 - Treat everybody with consideration and good manners

- Respect the right of others to hold their opinions
 - Keep to and enforce the school dress code
 - Help to prevent all forms of bullying
 - Behave with the health and safety of others in mind
 - Behave helpfully and responsibly
- Respect for the environment
 - Everybody should:
 - Treat their own property and the property of others with care
 - Treat the school buildings, contents and grounds with care

In doing so we will:

- work to maintain fair discipline with a clear code of conduct that all staff and parents uphold
- teach the children to respect authority
- have firm boundaries and expectations regarding behaviour
- give positive encouragement and rewards for those who follow them
- operate a merit/demerit system as detailed below

ALL BEHAVIOUR IS A FORM OF COMMUNICATION.

If behaviour for learning is not at our expected level for all children, we need to think about what do we need to change in order for all children's behaviour for learning to be at the expected standard. We may need to ask ourselves about:

- the level of challenge – is the differentiation adequate?
- the timing of the task – is the task too long? Too short?
- the type of activity – could the activity have a more practical element to it? Could the activity be a group or paired task to engage the learning? Is the task appropriate for the individual or should there be a different activity planned that is focused on the next step of learning for that specific group of children or individual?
- support – does there need to be scaffolded in a guided group, individual adult support (SEND), peer support... All children in the classroom are entitled to make progress in their learning and for their needs to be met – we need to ask ourselves how we can meet their individual needs.

REWARDS, CORRECTIVE MEASURES AND SANCTIONS

REWARDS

We believe in positive reinforcement which underpins our behaviour policy. Rewards are used to recognise outstanding behaviours which are above and beyond the CCS code. These actions will show underlying integrity of the pupil. We will use class our merit system as a way to monitor rewards and for a visual for the children.

Praise is the first and most immediate reward. When children are praised, this reinforces the positive behaviour for learning which are being displayed. It is the action and not the child which is praised. For example: I like the way you are _____; Well done for



including _____ in your work; I like the way that you included (name) in the game your laying; I noticed that you _____; linked to the learning question or success criteria.

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:

- it is above the standard for that class
- it is above the standard for that student
- it is of a consistently good standard

We should avoid giving rewards:

- as bribes e.g.; for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g.; over use)

Corrective Measures or Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that student
- of a consistently poor standard

We should try to avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Threatening and not carrying through those threats
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

We should never:

- Impose excessive Corrective Measures or Sanctions
- Shout aggressively
- Punish a child for a decision made by the parent

A merit/demerit system is operated within the school where the students are rewarded for good behaviour but corrected for that which is unacceptable. Corrective measures (withdrawal of privileges and demerits) or Sanctions (detentions, Yellow Slips, Red Slips, exclusions and expulsion) are used within the school for misdemeanours or bad behaviour, depending on the nature and seriousness of the misconduct.

REWARDS

The Merit System:

Merits are given as Rewards for helpfulness, diligence, particularly neat work, extra effort, good attitude etc. as well as for learning scripture and passing PACE tests.

A merit shop is held every term, where the children may spend their merits.

Other Ways to Reward/Praise a Student:

- Blessing Slips
- Congratulations Slips
- 1000's Club
- ACE Privilege System
- Honour Roll
- Positive comments in class and/or reinforcement at end of lesson.
- Use the contact book effectively – this is a way of letting both Supervisors and parents know.
- The use of the contact book needs to be discussed regularly with staff and parents.
- A letter home to parents.
- Parents' Evenings/Whole School Assemblies/Awards Ceremony – use these as a means of praising where appropriate.

CORRECTIVE MEASURES AND SANCTIONS

CONSEQUENCES

We believe that with firm boundaries, clear expectations and consistent praise to reinforce positive behaviour and manners that very good behaviour will be achieved. We will remember to refer to the behaviour and not the child. We firmly believe that everybody in our school has the right to learn productively in safety and express their individuality safely. Sanctions will be used consistently and swiftly if any individual prevents this from happening. We value reflection and opportunities to improve situations over consequence with no way out.

It is essential that the adult's tone of voice and the way the adult structures redirection is aimed at the behaviour, not the child. Polite, calm language structures must be used at all times.

THE DEMERIT SYSTEM:



Demerits are given as Corrective Measures for: inappropriate language (1st offence); distracting others from their work; inattention; unhelpful attitude in devotions; running, pushing, shoving and shouting; talking out of turn in lesson time; wasting time; not preparing for a test; impoliteness; procedures or scoring violation; laziness; bad attitude; disrespect towards other students; foolishness; care not taken of other people's property; bad time keeping

If a child receives 3 – 5 demerits in a morning they will be given a detention of between 15 and 25 minutes during the lunch hour. Parents will be informed of behaviour which is repeated but not overly serious (Minor Incidents) and asked to suitably deal with the matter. This will include when a child has been given for six demerits in one day, which have been issued for minor offences such as repeatedly not scoring properly, wasting time etc.

SANCTIONS

Parents will be informed of 'Significant Incidents' with a form and a Yellow Slip and asked to deal with the situation appropriately and inform the school that action has been taken. This will be filed detailing the reason for disciplinary action being taken and the actual action taken.

Yellow Slips will be given for: asking permission when previously refused by another adult; careless attitude to property; disrespect towards adults; being given more than 2 demerits in one day for bad attitude or disrespect towards other students; swearing, blasphemy or inappropriate language (2nd offence); cheating; lying; disobedience; repeated offence after warning being given.

More serious matters (Major Incidents) will result in a Red Slip being issued in the first case. This will be sent home to the parents who will be asked to deal with the situation appropriately and inform the school what action has been taken. This will be filed detailing the reason for disciplinary action being taken and the actual action taken. If the school believes that further sanctions are needed the parents will be asked to come in to school for an interview to discuss what needs to be done. Repeated offences of this nature may result in the pupil being excluded or expelled.

Red Slips will be given for bullying; rebellious attitudes; violent behaviour; repeated swearing or blasphemy; inappropriate language (3rd offence)

EXCLUSION

In very exceptional circumstances the Principal may decide to issue a fixed term internal or external exclusion. This decision can only be made by the Principal. This sanction is not part of the steps and will only be used in very exceptional circumstances.

Exclusion from school, either for a fixed period or on a permanent basis is at the Principal's discretion. Fixed term exclusions are mainly used for extreme physical violence towards another child, or for physical aggression towards a member of staff. They may also be used for other types of unacceptable behaviour, at the discretion of the Principal. Permanent

exclusion may be considered for acts of extreme violence, for recurring acts of violence or for other behaviour which means that we cannot guarantee any child's health and safety in school.

Extreme offences such as such as racial, sexual or physical abuse, sexualised language, or violent or bullying behaviour will result in the parents being asked to come in to school for an interview to discuss what needs to be done. Offences of this nature may result in the pupil being excluded or expelled. In the case of an offence of a sexual nature advice may be sought from PCCA's Churches Protection Advisory Service, (CCPAS) or Children, Schools and Families. **In the case of an offence of a sexual nature staff should follow the statutory procedures laid out in the school's Safeguarding and Child Protection Policy.**

RECORDING SANCTIONS

The school will keep records of all sanctions in the office. Copies of all yellow slips with their corresponding 'Significant Incident' forms and red slips with their corresponding 'Major Incident' forms will be made before sending them home to the parents. These will be kept on file. Parents are expected to sign and return the slips and forms to the office the following day, checks will be made to ensure that this takes place. If they are not returned the office will call the parents to enquire as to whether the forms were received and to request their return. All staff will be made aware of the forms and the process of sending them home.

All sanctions that are issued such as exclusion or expulsion will also be recorded by the school. Green Slips and Detentions are recorded on the children's Goal Check Reports and records kept in the children's personal files.

Other ways to correct a student:

- Make your disapproval clear – by a look, by talking to the student, by showing your disapproval in front of others (without humiliating them!).
- Insist that work is repeated / completed or that extra work is done. Always give a deadline and check.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Use the Contact Book to record information which you wish to pass on to parents/guardians.
- Meet with student and Head Supervisor to discuss future conduct.
- Student referred to Head Supervisor and/or Principal.
- Contact with home if approved with Head Supervisor and Principal.

There are higher levels of Sanctions, which may be imposed after consultation with appropriate staff and parents:

- Withdrawal of privileges



- Internal exclusion
- Ask parents/guardians to come in
- After school detention
- Permanent exclusion
- Fixed term exclusion from school

PLAYGROUND

The expectations of kindness, positivity and safety are just as high in our playground as they are in our classrooms. Anybody failing to do so may find themselves missing a segment of future play/lunchtimes to reflect upon and discuss the changes that need to be made to their behaviours.

EDUCATIONAL VISITS

Trust and safety are absolutely essential to the success of educational visits. If any individual has demonstrated any unsafe behaviours at school; or has repeatedly refused to follow an adults instruction the first time, they will not be allowed to attend any educational visits unless accompanied by their own parent/carer. We must ensure that all pupils in our care are safe, and that all of our staff members feel safe whilst they are responsible for our pupils, particularly when they are not on school premises. If unsafe behaviours manifest whilst on a trip, a member of staff will return any individual to school with immediate effect or request that a member of SLT does so.

STRATEGIES

Procedures – Strategies for Promoting Good Behaviour

We firmly believe in an active partnership between parents and school.

- Praising students for good behaviour (e.g.; letters home, notes in contact books)
- Broadcasting information about successful events via Student newsletter
- Daily Opening Exercises and Devotions which help to promote good behaviour
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong
- Displaying examples of good student work
- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students
- Pleasant school environment
- Adults' role as role models
- Creating calm and orderly movement around the school
- Use of professional and positive language when dealing with students
- Aim for self-discipline. Help students by providing a checklist relating to positive expectations

Procedures – Strategies for Discouraging Poor Behaviour

There is a range of strategies used for discouraging poor behaviour.

- Using Corrective Measures and Sanctions as appropriate
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong.
- Counselling/punishing poor behaviour, not the child but their action
- Pleasant school environment and suitable organisational strategies
- Seeking information and support from students
- Use of parents
- Adults as role models (e.g.; punctuality, standard of dress etc.)
- Creating calm and orderly movement
- Providing students opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Daily truancy/late checks and action

EXPECTATIONS AT CARMEL CHRISTIAN SCHOOL

“RULE” : RESPECT UNIFORM LOCATION EQUIPMENT

RESPECT EACH OTHER

- Talk politely and calmly to ALL STAFF.
- Listen to ALL STAFF. Do not interrupt.
- Put your hand up if you want to say something in class.
- Use the words “PLEASE” and “THANK YOU”.
- Talk politely to other students.
- Stand up when Pastor Mark or visitors enter the room

UNIFORM

- PLAIN, WHITE t-shirts only under your shirt.
- Shirt TUCKED IN. Only the top button should be undone.
- One, stud ear-ring in each ear is allowed.
- No other jewellery or piercings.
- Trousers pulled up. No “combat” pockets on side.
- Only shirt or school jumper worn indoors. No outdoor clothing.
- School shoes only to be worn.

LOCATION

- Enter and leave school carefully- be on the lookout for cars when crossing the playground at the beginning and end of the day and at lunchtime.



- Only use the car park when arriving or leaving the school and only use the side gate for access
- Walk around the site. Do not run.
- Hold doors open for others.

EQUIPMENT

1. Look after your own office and any equipment entrusted to you.
2. Respect the school buildings and the school equipment.

ALL MEMBERS OF CARMEL CHRISTIAN SCHOOL WILL:

- Walk NOT run
- Show courtesy by holding doors open.
- Eat food and drink only in the provided areas.
- Avoid inappropriate physical contact.
- Keep the General Office area and main doorway area free for visitors.
- Show consideration for our neighbours by not blocking the area outside the School.
- Follow the Health and Safety regulations on the school site.
- Treat the decoration of the building sensibly at all times.

MONITORING

Monitoring is carried out in formal and informal ways by staff where needed:

- Record of exclusions – Principal/Supervisors
- Comments in contact books – Supervisors/Monitors
- Referral to outside agencies –Principal/Senior Administrator/ Supervisors
- Students academic projections /progress reports / reviews – Supervisors
- Incident sheets / Logs - Supervisors/Monitors
- Demerits / Corrective Measures - Principal/Senior Administrator/Supervisors/Monitors
- Sanctions - Principal/Senior Administrator/Supervisors (depending on the seriousness of the incident)
- Individual Needs Register –Supervisors
- Annual Reports – Principal/Senior Administrator
- Personal Development Plans - Principal/Senior Administrator/ Supervisors
- Interviews/'phone calls/letters to parents – Principal/Senior Administrator/Supervisors
- Registration/Lates – Senior Administrator
- Medical information - Senior Administrator
- Direct observation of student behaviour in/out of lessons - Supervisors
- Detention records/ CRs - Supervisors
- Weekly meetings of the Principal, Senior Administrator and Supervisors will consider behaviour-related issues.

SUPPORT FOR STAFF



- It is important to remember that all members of staff need to work collectively to ensure and maintain the highest standards of behaviour.
- Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management.
- Enlisting a senior member of staff to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.
- Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.

<u>Expected</u>		<u>Unacceptable</u>
<p>To always say please and thank you.</p> <p>To use people’s names whenever speaking to or referring to them.</p> <p>To hold doors open for others.</p> <p>To share equipment, space and adult time.</p> <p>To include everybody in activities if that is their wish.</p>	<p>Tolerance</p>	<p>Requesting and taking without the use of please and thank you.</p> <p>Snatching equipment from others or refusing to share equipment, space and adult time.</p> <p>Bullying directly or indirectly either verbally or physically.</p> <p>Intentionally upsetting anybody.</p>
<p>To try their best to be the best that they can be.</p> <p>To support others and encourage them to achieve goals.</p> <p>To find something to smile at, at least once every day.</p> <p>Be open to new friendships and experiences.</p> <p>Have a target and work towards it.</p>	<p>Positive</p>	<p>Not giving full effort.</p> <p>Intimidating others or preventing them from reaching their potential.</p> <p>Blaming other people for mistakes.</p> <p>Giving up on tasks, targets or activities.</p> <p>Refusing to try.</p>



<p>Listening to trusted adults the first time.</p> <p>Reporting bullying and cyber bullying and saving the evidence.</p> <p>Walking on the left hand side unless instructed otherwise.</p> <p>Using equipment and apparatus at designated times and in the way that it has been demonstrated.</p> <p>Gaining permission from an adult before leaving their care or supervision; that adult must then provide a sensible partner whenever doing so.</p>	<p>Safe</p>	<p>Running around the school or staircases.</p> <p>Leaving the care and supervision of an adult without their permission.</p> <p>Violence of any kind.</p> <p>The mis-use of any equipment or apparatus.</p> <p>Refusing to or failing to follow trusted adults instructions the first time.</p> <p>Leaving school premises without permission at any time.</p>
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REFERENCE:

- 1 Early Years Behaviour Policy
- 2 Anti-bullying Policy
- 3 Safeguarding Policy
- 4 Exclusions Policy

Policy Adopted by Governors/Trustees
 Policy Last Reviewed on: 28 August 2019
 Policy Due for Review on: 28 August 2019