

Curzon's Behaviour Guidelines

This document needs to be read in conjunction with the ODBST Behaviour Policy.

We at Curzon are a happy, caring Christian family where each child is expected to develop good individual study habits, self-discipline and a caring and considerate attitude towards others at all times. We believe that the behaviour of pupils is the collective responsibility of school and home. Our vision is for each child to grow like the mustard seed into a tree to support others.

‘The kingdom of heaven is like a mustard seed. Though it is the smallest of all seeds, when it grows, it is the largest of garden plants and becomes a tree for others to take shelter’ Matthew 13. V31

Objectives

We aim to create a safe environment where all can learn and flourish. The basis of which is set in high expectation, both individually and corporately. Positive reinforcement is used to maintain standards.

All classes follow the school's **values: Courage, Kindness and Respect**

Expected Behaviour of Pupils

- Care relating to the safety of all children and adults.
- Promoting the values of the school.
- Courtesy and consideration for others.
- Care of younger children and those in need.
- Care of environment: no litter, care of plants, property etc.
- Completing work to best ability
- Allowing others to complete their work.

Organisation

Expected relationships between staff, pupils and parents are those of mutual respect, consistency and positive attitude while maintaining clear boundaries. All parents, pupils, staff sign the Home School Agreement and a computing code of conduct. All staff share the same high expectations and work together to reinforce Curzon's common ethos. Wherever possible, we aim to praise in public and give consequences in private.

Rewarding behaviour

All our staff hold high expectations of positive pupil response, effort and behaviour. Pupils are recognised and / or rewarded for

- perseverance with skills / tasks they find difficult
- use of initiative
- acts of kindness / thoughtfulness/respect
- courtesy

- independence
- 'having a go'
- particular effort and showing growth mindset – displaying courage
- achievement / good work
- achievements outside of school
- having the courage to make the right choices
- older children are expected to be positive role models to their younger peers
- going above and beyond expected behaviour

Staff at Curzon champion good behaviour, rewarding it with praise. A system of house points is used to support the culture of good behaviour as well as good work. Each class also has an agreed whole class reward (such as playing games) they are working towards to encourage corporate responsibility. Tokens are given when the whole class works collaboratively and effectively. There is an agreed number of tokens for each class which they collect. Rewards usually last about 10-15 mins, at a time of the teachers' choosing. Every child in the class is included in these rewards. Every child, each week has the opportunity for 'Golden Time' (see below).

Other rewards include:

- Verbal praise – saying well done and the reason for the praise – proximity praise.
- Advising others – Class Teachers/Senior Leadership Team (SLT) /Head teacher – of good behaviour.
- Showing work to a wider audience – assembly, the Head, SLT, Subject Co-ordinator.
- Writing about good behaviour or work in the home/school diary.
- Positive letters/emails/phone calls home from staff/conversations with parents in the playground.
- Displaying work in the classroom
- Rocket certificates awarded weekly and announced in the weekly newsletter to parents.
- Entry in the Golden Book of Kindness
- End of term certificates.

Consequences that may be given

Wherever possible and appropriate a warning will be given first. If a child is not showing expected behaviour, despite all reasonable adjustments as indicated in our Behaviour and Safeguarding Policies, then consequences will be given.

- verbal reminder and reminder of the expectations of behaviour;
- reflection time (supervised by an adult);
- loss of golden time (see below) or part of play time;
- discussing behaviour with Senior Leadership Team and planning how to make amends and make better choices in the future;
- the setting of written tasks such as an account of behaviour;
- loss of privileges such as the loss of a prized responsibility;
- informing parents/carers where necessary;
- being placed on report for behaviour monitoring.

Golden time

We operate a golden time system. Golden Time is a 15-minute additional playtime where the children have the opportunity to choose from a range of activities: for example colouring, skipping or going on the playground equipment. This provides the whole school with an opportunity to come together and enjoy playing collaboratively to acknowledge their positive behaviour and following of the school values/behaviour expectations.

If a child has not behaved appropriately, they may be given a consequence and lose their golden time privilege for that week.

Step 1 consequences (given verbally) are given for more minor, low-level incidents; step 2 consequences (given verbally) are given for more serious incidents. See outline of consequences.

The above are guidance examples and each incident is dealt with on a case-by-case basis.

Intentional physical harm is now classed as child-on-child abuse and incidents are recorded on CPOMs, our safeguarding record keeping system. Other aspects of child-on-child abuse are defined as any kind of sexual, emotional or financial abuse or coercive control exercised between young people.

The Deputy Headteacher supports those who have been given a consequence to reflect on their behaviour and helps them to make amends. We use a reflection sheet which gives the pupil an opportunity to plan how they will make better choices in future. In accordance with our Christian distinctiveness, we encourage the value of forgiveness. We follow a restorative approach and offer each child a fresh start. We also check in with the recipient of poor behaviour, giving them a chance to talk through the incident and the opportunity of receiving an apology.

Golden Time usually takes place every Thursday. If a child receives a consequence after this time (Thursday afternoon or Friday up to lunchtime), they will lose 15 minutes of their lunchtime (equivalent time to Golden Time) on Friday and complete a reflection sheet. This means that they are not waiting a week for their consequence and can have a fresh start on a Monday morning. Wherever possible, KS1 pupils will receive a more immediate consequence, e.g. the next play time. They will also have shorter time consequences and will only complete a reflection sheet for step 2 behaviour. Reception pupils will usually just have time out within their classroom instead.