

# St Swithun's Church of England VC Primary School



Behaviour Policy

Issue 2

September 2018

Author / Amended by	Date agreed by Governing Body	Next Review
Anita Whitehurst	Oct 2017	Oct 2018
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*At St Swithun's Church of England VC Primary School we aim to provide a happy, secure, stimulating and Christian Values based environment in which children may develop positive attitudes to both living and learning.*

## ***St Swithun's Church of England VC Primary School***

**At St Swithun's Church of England VC Primary School we aim to provide a happy, secure, stimulating and Christian values based environment in which children may develop positive attitudes to both living and learning.**

### **Introduction**

Our behaviour policy is based on Values based education, a long term educational philosophy which develops positive ethos, supporting and promoting good teaching, effective learning and appropriate behaviour.

Our values are based on Christian themes and link with the Church calendar

These values are introduced explicitly during weekly assemblies and class lessons. They are implicit in every aspect of school life and are continually reinforced and referred to.

There is a direct correlation between values education and behaviour:-

- Developing qualities that are pre-dispositions for learning.
- Creating a calm and purposeful environment in which everyone feels valued
- Supporting the development of good quality relationships between all who are part of the school.
- Helping children to be in touch with their inner thoughts, feelings and emotions.
- Encouraging children to develop positive dispositions and attitudes.
- Developing emotional intelligence by: talking about their feelings, controlling their behaviour and empathising with others.
- Developing thinking skills, language skills, active listening and reflective thinking.
- In this way children gain a greater sense of purpose, have high self esteem, and are more responsible for their behaviour, developing as responsible citizens.

**To achieve the behaviour we do want:-**

### **School Procedures**

Children have to learn positive behaviour and as in all aspects of life they sometimes have to learn from their mistakes. As in all aspects of managing behaviour **CONSISTENCY** is the key to success. Staff will:-

- Be consistent, fair and persistent.
- Keep any promise you make to the pupils and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the pupil.
- Act rather than react.
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- Seek advice and support if a situation escalates
- Reprimands should focus on the behaviour not on the pupil's personal qualities
- Pupils should be reprimanded privately whenever this is possible

## **St Swithun's Church of England VC Primary School**

All staff have high expectations of children's behaviour. Good behaviour is encouraged, rewarded and learned in relation to relevant values. To associate the desired behaviour with a rewarding experience is a good strategy for all staff. When giving rewards to children we must make it clear why we are rewarding them. This makes the child properly aware and sends signals to other children. Effective praise helps the child appreciate how his/her achievement is helped by his/her attitude. It acknowledges effort and focuses attention on relevant values.

Ways we give rewards:

- Thumbs up, nod, smile.
- Private praise – individual.
- Public praise – in class and assemblies.
- Stickers.
- Displays.
- Certificates.
- House points (Years 1 to 6)– Each child is designated a house when they enter the school. They will be placed with siblings wherever possible. When a child has achieved 50 house points they will receive a bronze certificate, 75 a silver and 100 a gold. Weekly house points totals will be shared in Friday awards assembly.
- Rainbow Points (EYFS) – Each child will receive a rainbow point for good behaviour or showing the school's Christian Values. They will receive coloured certificates in a Friday awards assembly.
- Lunchtime award – The class that has demonstrated the school's Christian Values will be awarded the trophy during Friday awards assembly
- Golden time activity – Each week the children will be rewarded with an activity, led by a member of staff. The children will choose from a list and the activity will change half termly. Children who have lost some of their golden time will work with a senior leader on reflective activities until they can return to their group.

### **To discourage behaviour we don't want**

Whenever possible unacceptable behaviour must be dealt with quickly and quietly with reference to relevant values. To have a lot of attention for unacceptable behaviour often has the undesired effect of reinforcing that behaviour and draws other children off task. Staff must always be consistent, not ignoring behaviour on one day and applying sanctions on another.

### **Initiatives to discourage unacceptable behaviour**

Disapprove of the action **not the child**:

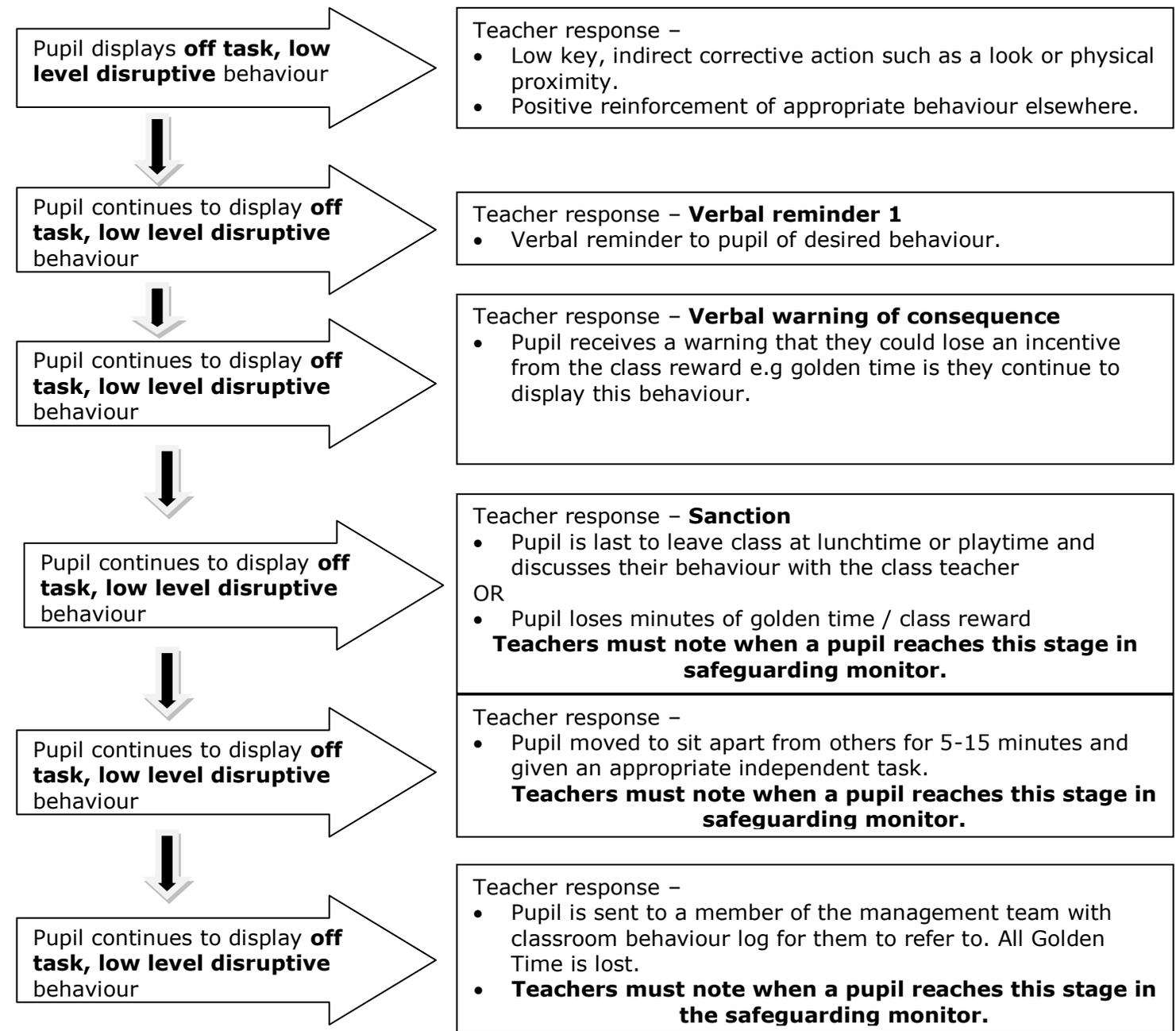
- A "look", shake of the head.
- Tactically ignore.
- Repeat action with correct behaviour.
- Quiet, discrete chat, relating to appropriate value.
- Give a warning.
- Move child away from the problem.
- Exclusion from reward.
- Highlight examples of good behaviour.

**Behaviour Log**

The school uses Safeguarding Monitor to track behaviour across the school. This is so that we can provide evidence to be used when reporting to and in discussions with parents/carers as well as being a communication tool to be used by all teachers in order to provide continuity and consistency when dealing with classroom behaviour.

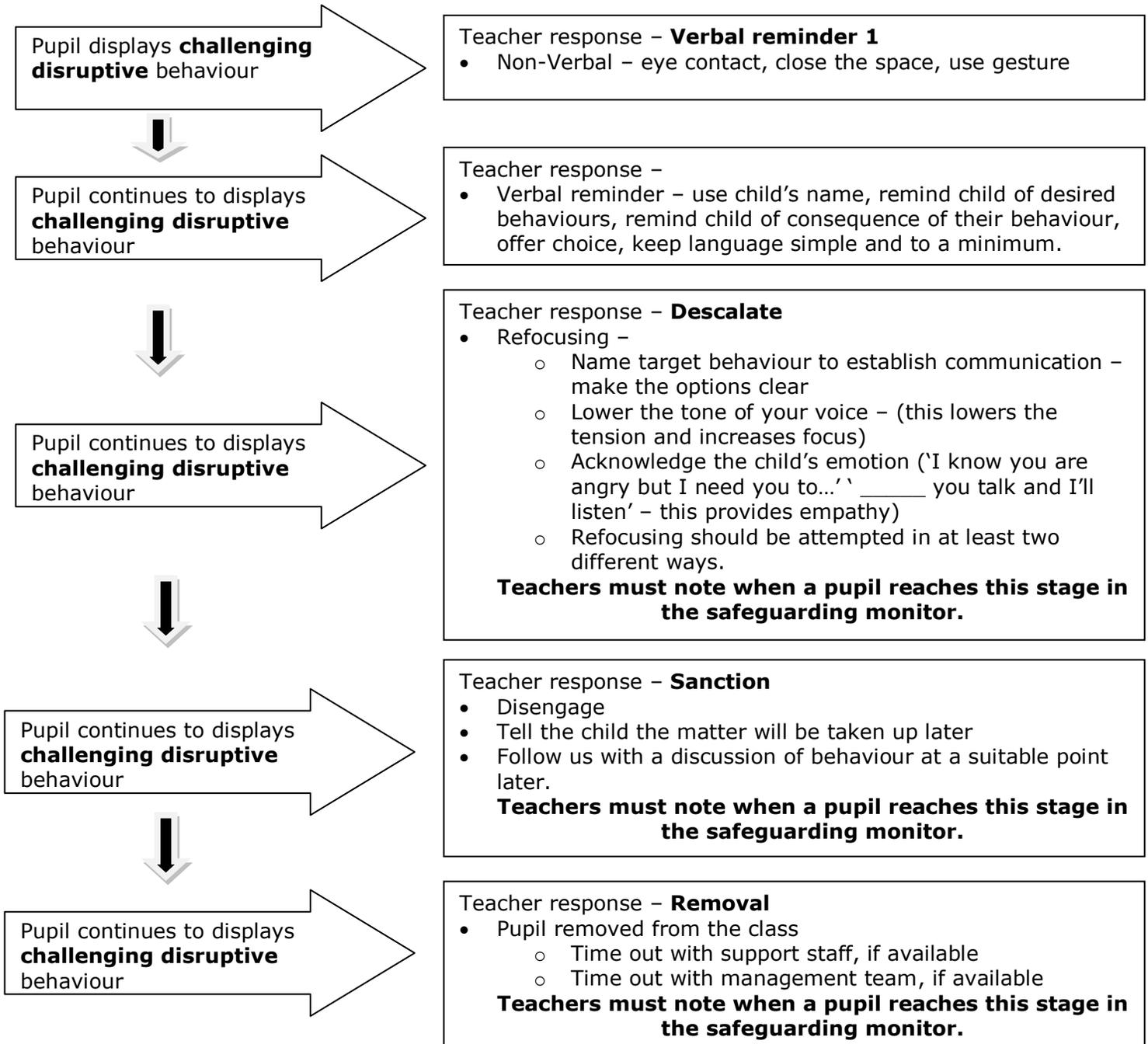
Teachers **must** use the Safeguarding Monitor to note classroom behaviour which has reached the stages indicated on the diagrams in the following pages.

**Teacher Guide for Response to Off Task, Low Level Disruptive Behaviour**



The behaviour log in Safeguarding Monitor will be monitored weekly by a member of the SLT. Discussion will then take place as to whether the teacher should telephone the pupil's parent/carer with the possibility of the pupil being moved onto staged intervention paperwork to monitor behaviour.

**Teacher Guide for Response to Challenging Disruptive Behaviour**



***In the event of severely disruptive behaviour that endangers pupils or staff, staff should send for a member for the management team to come to class immediately (red card)***

The behaviour log in Safeguarding Monitor will be monitored weekly by a member of the SLT. Discussion will then take place as to whether the teacher should telephone the pupil's parent/carer and possibility of the pupil being moved onto staged intervention paperwork to monitor behaviour.

## ***St Swithun's Church of England VC Primary School***

### **Playground Behaviour**

As part of our school behaviour policy it is essential that the children understand the need for good behaviour whilst outside of the school building. It is essential that **all children are entitled to a healthy, happy and safe environment.**

If behaviour is inappropriate in the playground then the child's name will be recorded in the yellow or red book. Examples of the types of behaviour that are inappropriate are listed below.

- Shouting angrily
- Playing fighting games
- Not listening to the adults in the playground or answering back
- Pushing children from play equipment
- Hitting or kicking anyone with hands or feet
- Swearing and/or inappropriate behaviour
- Bullying
- Name calling
- Taking other people's things without asking

1. **First and final warning.** If a child displays inappropriate behaviour they will be given a warning. The child will be taken to the yellow book and their name recorded.
2. **Second incident.** Miss the rest of playtime. Child sees their name written in the yellow book again.
3. **Third incident.** Child sees name is recorded in red book and remaining playtime and next playtime missed.

A lunchtime supervisor can, if needed, put a child's name straight into the red book. They will miss the remaining and next playtime.

### **Parents, Carers and Families will:-**

- Support the school when reasonable sanctions to punish a child have been used.
- Promote positive behaviour at home in order to have continuity between home/school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the Chair of Governors.
- Initially contact the Class Teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

### **The Governing Body will:-**

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

### **The use of reasonable force**

## **St Swithun's Church of England VC Primary School**

The use of force is always used as a last resort. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils. Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. Control means either passive physical contact such as standing between pupils or blocking a pupil's path. Restraint means to hold back physically or to bring a pupil under control. School staff should always try to avoid acting in a way that may cause injury, but in extreme cases it may not be possible to avoid injuring the pupil. Where this is required the school will ensure a trained member of staff will carry out the restraint. If this does occur a positive handling sheet will be completed by the member of staff.

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 1996).

There is a legal duty to make reasonable adjustments for disabled children and children with Special Educational needs (SEN). (Taken from 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies 2011).

### **Fixed-term and permanent exclusions**

The headteacher (or the acting headteacher or the most senior member of staff in the absence of the above) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

These four categories are examples where a permanent exclusion could be used even if it were a first offence and not a fixed term exclusion.

- 1) Serious actual or threatened violence against another pupil or member of staff.
- 2) Sexual abuse or assault.
- 3) Supplying an illegal drug.
- 4) Carrying an offensive weapon.

"It is unlawful to exclude a disabled pupil for a reason related to their disability without justification. An exclusion of a disabled pupil for a reason related to their disability can only be justified if there is 'material' and 'substantial' reasons for it. Maintaining order and discipline in the school may be a material and substantial reason. However, it may not be possible to justify the less favourable treatment if there are reasonable adjustments that should have been made but were not" (Taken from Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units 2008). The school will do all it can to make reasonable adjustments to address the behaviour of pupils which is related to a disability and try to prevent exclusion.

If the headteacher excludes a child, s/he informs the parents immediately usually by telephone, giving reasons for the exclusion. This will be followed up in writing within one school day. The exclusion letter gives parents details of appeal procedures and sources of advice.

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If a child is excluded for 6 days or more his/her parents are responsible for ensuring that, from the sixth day, once education is provided, the child attends that education. It is the school's responsibility to arrange full time educational provision from the 6<sup>th</sup> day onwards and this is usually at another school with a member of school staff to supervise.

Work will be provided by the school for any fixed term exclusion of 1-5 days and for the first 5 days of a permanent exclusion.

The headteacher informs the Local Authority (LA) and the governing body about any exclusion.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governing body cannot reinstate i.e because a fixed term exclusion has already been served then they can place a copy of their findings on the pupil's record to say that the exclusion was not appropriate.

In the event of a permanent exclusion the same process will apply and parents and the LA will have the opportunity to attend the hearing and appeal the decision. The final decision for a permanent exclusion still lies with the Governing Body.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. The school also operates 'playground watch' to raise the awareness of all staff of any child who may be experiencing difficulties. The headteacher, may if necessary, contact the behaviour team at the LA, for advice and support regarding an individual child's behaviour, however this must be with the consent of the parent/carer.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

**St Swithun's Church of England VC Primary School**

The Governing Body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Revised and adopted by the Governing Body:**

Signed .....Headteacher

Signed .....Chair of Governors

**St Swithun's Church of England VC Primary School**

**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
<b>Behaviour</b>				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓				✓		✓			✓			✓			✓				
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓				✓		✓			✓			✓			✓				

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>
E Kirk	Sep 18	Policy Working Group	Oct 18