

BANKS ST. STEPHEN'S C.E. PRIMARY SCHOOL **& AFTER SCHOOL CLUB**

BEHAVIOUR POLICY

1. STATEMENT OF PRINCIPLES

This policy is a statement of aims, principles and strategies for the management of positive behaviour. It was compiled in consultation with staff and School Council and approved by the governing body.

Review is at least annually or sooner if necessary.

MISSION STATEMENT

At Banks St. Stephen's C.E. Primary School, we are committed to providing a happy, safe and caring environment, in which each member of the school is encouraged to achieve the highest possible standard in all aspects of school life. We aim to do this through the provision of a wide range of stimulating and enjoyable activities within a Christian ethos.

To achieve this staff and pupils need to work to an agreed set of standards. We want to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of failure to work towards them. This Behaviour Policy will therefore attempt to balance the rewards and sanctions and create conditions in the school in which effective teaching and learning can take place in an atmosphere of mutual respect.

To ensure the success of this policy we seek to build a partnership between the school and parents. As part of this commitment parents' views of this Behaviour Policy are invited.

2. CONTEXT

This policy should be read in conjunction with those policies listed below:

- Health and Safety
- Safeguarding and Child Protection
- E Safety
- IT Security Framework including Acceptable Use
- Attendance
- Single equalities
- Teaching and learning
- Anti-bullying
- Home-school agreement
- Special Educational Needs

3. CLASSROOM MANAGEMENT

The mutual respect of each other as an individual is a right afforded to all members of our School community; whether they be pupils, teachers,

governors, TA's, office staff, welfare staff, site-supervisor, cleaners, parent helpers or visitors.

The whole emphasis of our approach is to be positive. By rewarding the good attributes of the children we hope to reinforce the concept that sensible and acceptable behaviour creates a good feeling and is worth repeating.

We have a number of simple rules, Our Golden Rules, which were drawn up by the School Council and which we expect every child to follow.

These rules teach children to take ownership of their behaviour and to understand the importance of choice and that they are responsible for the choices they make.

Teachers understand the importance of well prepared, stimulating lessons, which generate good behaviour.

STANDARDS

At Banks St Stephen's we encourage and expect high standards of behaviour at all times and in all situations. Accordingly, about the school and in each classroom, the following code of conduct will be displayed, setting out in a simplified, formal and positive format, the standards we expect from all pupils.

GOLDEN RULES

WE WILL :-

1. ALWAYS BE POLITE, KIND AND RESPECTFUL TO EVERYONE.
2. LOOK AFTER OUR SCHOOL AND EVERYTHING IN IT.
3. RESPECT OUR OWN AND OTHER PEOPLE'S BELONGINGS.
4. WALK CALMLY AND QUIETLY AROUND THE SCHOOL.
5. LISTEN TO EACH OTHER CAREFULLY AND FOLLOW INSTRUCTIONS.
6. WORK AS HARD AS WE CAN IN EVERYTHING WE DO.

Each classroom establishes, with the involvement of the pupils, a set of classroom rules that are agreed at the start of each year, and this reflects how they wish the classroom to run in order for them to feel safe, happy and achieve.

Rationale

The school employs a wide range of incentive initiatives both consistently throughout the school and in individual classroom environments.

A clear and consistent whole school colour coded system for behavioural sanctions acts fairly to make children aware of and take responsibility for their own behaviour. Clear recording of incidents of poor behaviour, along with shared trigger points mean that any long term patterns of behaviour can be analysed, and therefore further provision and support implemented (Pupil

Passports).

Consistently good behaviour is rewarded through our existing systems (House Points/Stars/Model Pupil Badges) and while extra playtime is offered for consistently good behaviour there are no extra incentives. This is because 'green' behaviour is what is expected, and therefore should not be seen as a way to receive reward. A consequence of good behaviour will naturally mean the awarding of house points, stars and any individual class rewards. Every child begins each day on green because every day should be seen as a fresh start, ensuring children are consistently given the opportunity to show expected standards of behaviour.

REWARDS FOR GOOD BEHAVIOUR – A consequence of good decision making

Our children respond to the ethos of the school and behave in a responsible way showing respect and self-discipline. Good behaviour and practice is rewarded and provides role models for others as well as promoting the child's self-esteem.

A list of rewards has been compiled and these are used as appropriate at the discretion of the teacher and are independent of the needs of the individual pupil.

Pupils who consistently comply with the standards of behaviour and effort set by the school will be rewarded.

Rewards will include:-

- Stickers, stamps, smiley faces and stars on work
- Written comments on work
- Private praise
- Praise in front of peers
- Work shown to other pupils and/or staff
- House points for good work, good behaviour, politeness, consideration, effort etc
- Golden Tickets awarded by lunchtime staff for good behaviour, manners etc
- Children demonstrating Christian/British values awarded with leaves for the Tree in the school hall
- Parents informed of good behaviour
- Stars, stickers and badges worn by individual children for noticeably excellent work or behaviour
- Certificates and pencils given out in Celebration Assembly for Star of the week in each class
- Class reward schemes including star charts, treats in a jar, Golden Time and raffle tickets
- Whole school individual reward scheme leading to bronze, silver, gold and Headteacher Award certificates to be awarded at the end of each term.

Children will earn points by showing good behaviour and effort. These will be displayed on a class chart.

15 points will achieve a bronze certificate

25 points will achieve a silver certificate

35 points will achieve a gold certificate

The child with the highest point score in each class will be given a special Head Teacher's Award.

Rewards, once given, will not be taken away for subsequent infringements of the code.

PROGRESSIVE APPROACH TO SANCTIONS

A few children do not readily respond to discipline and are continually disruptive and disobedient.

If there is a child like this in a group then it is important to stay calm and talk quietly to the child; try to discover the reasons for this behaviour. Discovering the cause makes it easier to deal with the child and can generate the appropriate response to a situation.

In extreme cases of continuous bad behaviour, consultations with parents, SENCo, Headteacher and child psychologist or appropriate outside agency may be necessary. Only as a last resort do governors become involved.

Calming down

A chill-out room (Our Community/Sensory Room) and time out is available for those individual children who need a quiet place to calm down at lunch time or during the day. This is usually monitored by our Pupil Support Manager. Children can seek her out in times of anxiety.

Behaviour Log

A red file is used by class teachers and Welfare staff to note down any pupils who continue to break the school rules at any time of the day, both in class and on the playground, despite a warning. They then miss some of their next playtime. The Pupil Support Manager will liaise with Welfare staff on a daily basis to "deal with" any incidents during lunchtime. She will then bring any relevant matters to Headteacher/cClass teacher's attention.

Cards - Good to be Green

This system is used in all classes and there is a display of cards in every classroom. All children begin each day with a Green card. If poor standards of behaviour occur the following applies:

If a child is making poor decisions (low level/persistent disruption) they will initially be given a verbal warning by the teacher.

If a child continues to misbehave in class despite warnings then the teacher can put them on a Yellow Card. This shows the child that the teacher is disappointed with their behaviour and will be monitoring them closely. This second, more visual warning makes children aware that they are one step away

from receiving a Red Card. Children should place the card in the pocket themselves. If no further sanctions are required then the card is removed (by the child) at the end of the day.

If the behaviour does not improve then the child will be placed on a Red Card, miss the whole of their lunchtime play (working with the Pupil Support Manager and not interacting with other children) and be sent to the Headteacher who will speak to the child about their behaviour and send a letter home to their parents **if deemed necessary**. Reception children do not miss playtime, they are sent to the Pupil Support Manager or Headteacher. The child should place the Red Card in their pocket if they have persistently ignored warnings for behaviour. This Red Card may also be used in the event of a significant act of disruptive, violent or disrespectful behaviour. All Red Cards will be logged on a weekly monitoring sheet and the child will be made aware of this. The incident leading to a Red Card will be logged in the class red file. When a consequence has been completed the child should remove the Red Card from their pocket and return to green. SLT will monitor incidences on a monthly basis to look for trends, patterns or individual pupils who may require additional support.

Again if there fails to be an improvement in their behaviour the child will remain on a Red Card, which is given to the Headteacher. If within any given half term a child receives 3 red cards, parents will be informed. If behaviour continues to be poor (up to 5 red cards) then the SENCO, class teacher and Headteacher will consider the child's barriers regarding their ability to make good choices. When examined this may result in the child being placed on the special needs register, either through identification of a specific need or by being given a Pupil Passport with a behavioural focus. The passport will try and identify and act upon the potential reasons for the causes of poor behaviour. The passport will be specifically catered to the child's needs. The passport will detail possible interventions, specific sanctions and possibly customised rewards. Parents will be made aware of and will have to agree to this plan.

A reduction in Red Cards (no less than 1 a half term) and the child meeting specific targets detailed in the IEP should result in the removal of the IEP. A Red Card may also be given out immediately if there has been aggressive behaviour, bullying or swearing.

Any children consistently on green should be rewarded with extra playtime at the end of each half term. Any children who have had red or amber cards will not enjoy this extra playtime.

A progressive approach to sanctions is essential in establishing the concept of responsibility and consequences for actions, but it does not imply that there are always ultimate sanctions and solutions for behavioural problems.

HEIRARCHY OF 'OFFENCES'

<p>LEVEL 1 VERBAL WARNING</p>	<p>LEVEL 2 'TIME OUT' (by wall in playground, isolated in classroom or in another class) YELLOW CARD LETTER OF APOLOGY (Only when appropriate)</p>	<p>LEVEL 3 RED CARD OR SENT TO HEADTEACHER</p> <p>LETTER HOME TO PARENTS</p> <p>(When Appropriate)</p>
<p>(1st time offences) Rough play Running indoors Being noisy Pushing in Interrupting Verbal unkindness Misbehaviour in toilets, cloakroom, corridors Disrupting other's work Misuse of school resources or others' property Not handing in homework Failing to follow instructions</p>	<p>All Level 1 offences if repeated</p> <p>Arguing (failing to accept responsibility for actions) Lying to a teacher or other adult in school (may be considered a Level 3 offence)</p>	<p>For serious "offences" which may include: Persistent bad behaviour Fighting/Rough Play Continual disruption to work or play of other pupils Bringing inappropriate items to school Vandalism Swearing Racist comments Bullying Online issues involving Facebook, Snapchat or other sites, Sexting 3 entries of deliberate physical violence in the Red File within a half term</p>

Sanctions at Level 3 may include:-

- loss of playtimes for a stated number of days
- meetings with parents
- setting behaviour targets
- In extreme circumstances exclusion may be considered.
- **All Level 3 incidents & some Level 2 incidents (at the discretion of teachers) will be recorded in the Red File**

Conduct outside school gates.

All pupils are expected to behave appropriately both inside and outside school as they are representing the school's vision and values, and school regulates pupils' behaviour in these circumstances to such an extent as is reasonable. Any non-criminal, unacceptable behaviour witnessed by a member of staff or reported to school, including their online presence, will have the same sanctions applied as unacceptable behaviour whilst in school, and parents informed.

Exclusions

A decision to exclude a pupil is only made in extreme circumstances, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. If a decision is taken to exclude a pupil for a fixed term or permanently then the L.C.C. guidelines will be followed.

7. PREVENTING BULLYING

We firmly believe that by developing excellent relationships and a culture of respect incidents of bullying will be rare.

Bullying is unacceptable at Banks St Stephen's CE Primary School and is treated very seriously by all members of staff. If an alleged case is brought to the attention of a member of staff it is investigated by the Headteacher or deputy, acting immediately to stop any further occurrences (See anti-bullying policy, E Safety Policy, Safeguarding and Child Protection Policy).

In order to prevent bullying we employ a range of strategies:

- Use of SEAL
- Circle time
- Assemblies
- Monitoring areas within the school and in the playground.
- Annual focus days/weeks.

If school feels that serious offences may have been committed the Headteacher will inform the Chair of Governors and, where necessary seek assistance from the police. This applies to both face to face and online bullying.

8. SEARCH FOR AND CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to search for and confiscate items from pupils.

The general power to discipline enables a member of staff to search for and then confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy sets this out below.

Power to search without consent for 'prohibited items' includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images

- Any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Other items must be passed to the Headteacher who will decide if and when to return an item, or whether to dispose of it. The Headteacher will always inform parents of confiscated items from the list above.

9. POWER TO USE REASONABLE FORCE

In our school we do not have a 'no contact policy' as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training where necessary to support their understanding of reasonable force.

School staff will all read and sign the "Use of Reasonable Force" guidance from DFE.

School staff will physically intervene and separate/move pupils who are found fighting or in danger of hurting themselves or others.

If a pupil refuses to do as they have been asked and leave a room or area in school when instructed to do so, they will be physically removed if they are posing a danger. Alternatively, they will be isolated and others in the room will be escorted elsewhere.

All schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND).

10 ROLES AND RESPONSIBILITIES

The Governing Body:

- Is responsible for setting down general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy, but the governors may advise the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
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The Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The class teacher, teaching assistants and other paid staff should:

- Treat all children fairly with respect and be aware of their (special) needs.
- Raise children's self-esteem and develop their full potential.
- Extend and motivate all pupils so that frustration does not lead to off-task disruption.
- Create a good working atmosphere with a noise level which is acceptable to staff and children depending on the task being performed.
- Develop children's responsibility towards the shared classroom equipment and towards caring for their own books and property.
- Be a good role model.
- Form a relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education.
- Develop classroom rules with the co-operation and suggestions of the class.
- Ensure that the classroom is a positive learning area for all children, with as few disruptions as possible.

The children should:

- Work to the best of their abilities, and allow each other to do the same.
- Follow the class code, Golden Rules and IT Acceptable Use guidelines and policy.

The parents and carers should:

- Make children aware of the appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in School.
- Foster good relationships within the School.
- Support the School in the implementation of all policies.
- Be aware of the School rules and expectations.
- Offer a framework for social education.

11. SCHOOL SUPPORT SYSTEMS

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behavioural difficulties may require

something additional or different in the same way that we would make curriculum adaptations for a child with learning difficulties.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan (Pupil Passport) will be established in consultation with the parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include use of support from a TA in school or referral to an appropriate outside agency. It may also be appropriate to help the other children in school understand what they can do to support this particular child.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

12. CONSULTATION, MONITORING AND EVALUATION

Our policy was developed in consultation with the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations through the Governors Standards and Effectiveness Committee, reviewed at least annually and shared with the full governing body through the minutes of that committee.

Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter/website.

13. COMPLIANCE PROCEDURE

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
3. When the complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/ she has acted reasonably.
4. Suspension should not be used as an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'dealing with Allegations of Abuse against Teachers and Other Staff' guidance where an allegation of using excessive force is made against a teacher. The guidance makes it clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

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