

Behaviour Policy

Committee Name:	Achievement and Standards Committee
Date of Approval:	January 2018
Validity Date:	January 2018-2020
Person responsible:	Head Teacher

‘Together we live and grow in the love of Jesus Christ.’

St Saviour's C. of E. Primary School was founded by and is part of the London Diocesan Board for Schools (LDDBS). The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ. Through the children's behaviour we expect the children to follow the school's vision of 'Together we live and grow in the love of Jesus Christ.' They can achieve this by thinking about and using our school values (the Fruit of the Spirit) to guide them. In reference to this particular policy, the fruits of patience, kindness, self control and love are important to think about.

This policy works in partnership with the Code of Conduct, Anti-bullying policy, Home-School Agreement and Online-Safety Policy.

Introduction

A consistent behaviour policy will provide security for children and enhance the self esteem of everyone in the school, thus ensuring equal opportunities for personal development and effective learning. Staff will always be explicit about the school's expectations of behaviour which are clearly laid out in the Code of Conduct (written statement of Behaviour Principles).

Good behaviour will be taught, recognised and modelled. All staff will seek to build and maintain positive relationships with children.

AIMS

We aim to help children to be:

- Caring and considerate towards others
- Respectful to each other and adults
- Able to sustain an atmosphere of calm: sharing and valuing each other's contributions
- Reflective and mindful of our School Vision and Values
- Able to move around the school safely
- Considerate of the buildings and of each other's belongings
- Pro-active in creating an effective learning environment

- We believe these aims are best reached through a partnership with parents and carers.
- Use all equipment safely and appropriately, for example ICT, PE apparatus

School Rules

Our aims are the basis for our four school rules:

1. Care for each other.
2. Show respect and be helpful to each other and to adults.
3. Work thoughtfully and value each other's work and school surroundings.
4. Play and move round the school safely.

In addition to these school rules, children are asked to write their own class room charter. They do this as a whole group in September and all agree upon them. These rules can be renegotiated each term, as necessary. These rules should help to create a climate for learning. The school rules should be shared and acknowledged throughout the school.

Rewards

In order to promote the child's self esteem we will reward as much as possible. We recognise positive behaviour by rewarding:

Attitudes

Care for others
 Commitment to high standards
 Effort
 Fairness and honesty
 Good manners
 Helpfulness
 Initiative
 Initiatives out of school/service to others
 Positive encouragement
 Preparedness to compromise
 Reliability
 Respectfulness
 Responsible behaviour
 Self-discipline
 Thoughtfulness

Learning

Accuracy
 Achievement
 Completion of work
 Consistency
 Determination
 Effort
 Independence
 Organisation/punctuality
 Perseverance
 Positive motivation and attitude
 Presentation of work
 Promptness of response
 Study skills/research skills
 Supportiveness towards others' achievements

Examples of rewards:

Minor

- Team points
- Verbal praise within classroom on a one to one basis.
- Pointing out good behaviour to others
- Smile/nod/thumbs up/saying "well done" etc.
- Comments written in workbooks.

Medium

- Stickers.

- Gold stars and merits/sticker charts
- Showing good work to the class or other teachers.
- Being given a responsible job.
- Sharing work with buddies.
- Extra Golden Time

Major

- Star of the Week- reported to parents in the weekly newsletter and a postcard sent home
- Showing work to Headteacher and/or team-leader and sharing it in assembly.
- Receiving Buster the school mascot
- Specific mention to parents.

Staff will select one child per week to take home the School Mascot, Buster. This will be awarded for demonstrating the Thought of the Week through their actions, showing exceptional good behaviour or excelling in any way at school or on a school trip. Each class teacher will also select one child to receive the Star of the Week award for good behaviour, effort or work. This could be awarded based on the child's attitudes and approaches towards our School Vision or Values. This child will receive a post card addressed to them at home as well as having their name included in the weekly Newsletter.

Unacceptable Behaviour

Inappropriate behaviour (either witnessed or reported) on the playground will be recorded in the Minor Incident Log. This will detail what happened and how it was dealt with.

Incidents of a more serious nature will be recorded and categorised in the Serious Incident Log. This is monitored by the Headteacher and the numbers of incidents are reported to the Governing Body.

Hierarchy:

1. Minor Incidents
Handled by class teacher or member of staff on duty.
2. Medium Incidents
May be handled by teacher if one off incident. Otherwise Key Stage Leaders should become involved.
3. Significant Incidents
Should always be referred to either Deputy Headteacher or Key Stage Leader to be dealt with in collaboration with the class teacher.
4. Very Serious Incidents
Dealt with by the Headteacher (or DH in the HT's absence), teacher, parents and behaviour support service (if necessary). The HT will be fully informed by the DH.

Staff members will keep the HT informed of such issues in order to have an overview of behavioural matters. If a pattern of behaviour is noticed, even at a minor level, the HT will become involved.

Examples of unacceptable behaviour

- e.g.
1. Minor Incidents
 - Lack of co-operation initially

- Not accepting reasonable reminders
 - Minor rudeness to staff
 - Poor standard of work due to lack of effort
 - One-off name calling
 - Minor swearing or rude gestures to children
 - Low level disruptive behaviour
2. Medium Incidents
- Refusal to co-operate
 - Being deliberately rude to staff
 - Persistently disruptive behaviour and bullying
 - Being involved in negative/aggressive arguments with another child
 - Teasing other children
 - First offence of minor swearing or rude gestures to staff
 - Swearing and rude gestures to children
 - First offence or minor untruths
 - Being persistently disrespectful to staff
3. Significant Incidents
- Openly defiant to staff
 - Damage to property
 - Deliberate lies
 - Repeated, swearing and rude gestures to staff
 - Stealing
 - Significant physical or verbal abuse of others and property including racially motivated
 - Systematic bullying/excessive teasing (see Bullying Policy)
 - First offence verbal racial abuse
4. Very Serious Incidents
- Very serious physical or verbal/gestured abuse of children or staff including that which is racially motivated
 - Deliberately dangerous actions
 - Physically losing control
 - Misuse of ICT in school e.g. sending threatening emails (see e-Safety Policy). The Governors consider using social media inappropriate for primary age children. If the school becomes aware of children using such sites to upset others pupils (either in written or illustrative form) outside of school hours, the Headteacher (in consultation with the Chairman of Governors) may decide to take action according to the School's behavioural policy. This includes the use of mobile phones.

PROCEDURES AND SANCTIONS

- Class Teachers and Support Staff determine acceptable and unacceptable behaviour. They should use their own judgements to decide seriousness and frequency of offences.
- Class Teachers and Support Staff should model and give examples of appropriate responses to volatile situations, after giving children sufficient time to reflect on their behaviour.
- The Minor Incident Log will be used daily by those on duty to log incidents of inappropriate behaviour (See Appendix C).
- Incidents of a more serious nature (e.g. racial incidents/ bullying) will be logged in the Serious Incident Log, located in the School office. This will detail what happened before, during and after the incident. Governors will be informed how many incidents have happened each term (See appendix B).

Types of behaviour monitored in the Serious incident Log:

- Physical aggression or violence
- Emotional or verbal assault
- Bullying
- Vandalism or deliberate damage to property
- Racial, homophobic or sexual harassment or abuse
- Defiance
- Theft
- Cyber bullying
- Other

- Class Teachers and Support Staff should seek to defuse potentially volatile situations by: Applying the appropriate sanctions for the level of seriousness of the incident as outlined below. Care should be taken that at each stage children are aware of what will happen next if the negative behaviour continues. Staff will always make it clear that it is the behaviour which is disapproved of, not the individual, so as not to damage a child's self esteem

1. Minor Sanctions – the staff member should choose appropriately from:

- Early response – eye contact, touch, say name
- Surprised facial expression
- Change voice – lower tone, change volume (quieter)
- Move child closer to teacher
- Early verbal intervention e.g. “Are you OK?” or “Do you need me to sort this out”
- Giving a quiet word of warning
- Giving a choice or consequence
- Repeat work which was unsatisfactory due to bad behaviour
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Asking child, “What could make this situation fair or better?”
- Asking child, “How could you put this right?”

2. Medium Sanctions - the staff member should choose appropriately from:

- If incident occurs on the playground, member of staff on duty should log in Playground Book or Serious Incident Log, depending on the nature of the situation.
- Use other children to say what is wrong/how to make matters better
- Take to one side and discuss one to one
- Loss of privilege/playtime/ Golden Time

- Giving time-owed (child makes up time lost by inappropriate behaviour)
 - Ask child to stand up when everyone else is seated
 - Sit child alone/away from main group of children
 - Asking the offender to sit down on the nearest bench (or apart from the rest of pupils in class) for 1 minute of time-out for each year of their age (where appropriate) to cool off before being allowed to rejoin and try again.
3. Significant Sanctions - the staff member should choose appropriately from:
- If incident occurs the member of staff dealing with the situation should record the events in the Serious Incident Log .
 - Such children should report to (1) Key Stage Leader, (2) Deputy Headteacher/ Member of Senior Management team (SMT), (3) Headteacher for time-out
 - Complete Behaviour Form with (1) Team Leader, (2) Deputy Headteacher, (3) Headteacher . This will be filed in the Serious Incident Log in the school office and incidents will be monitored monthly by the Headteacher. Incidents recorded in this log will be categorised and reported to the Governing Body. When a ‘significant’ or ‘very serious’ incident is being investigated with a child, an additional adult observer should always be present in the room
 - Send child with work to another class for a specified length of time (complete record in Serious Incident Log)
 - Write letter of apology or similar at age appropriate level
 - Meeting with parents and the Deputy Headteacher to discuss the problem
 - Daily report – behaviour targets to tick
 - Withdrawal from school-trip or other event
 - If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work, or that of others, the matter will be discussed with the SENCO and the Senior Management Team. It may be decided that the child needs to begin behaviour modification management (e.g. sticker charts, home/school communication book) in order to help with current issues and prevent future difficulties. A Behaviour Support Plan can be drawn up with the Class Teacher, SENCO, Pupil and Parents to support any ongoing issues with behaviour.
4. Very Serious Sanctions - the staff member should choose appropriately from:
- The member of staff dealing with the situation must record it in the Serious incident Log (located in the School Office), see Appendix A
 - Call for Deputy Headteacher/ member of SMT or Headteacher to remove child from class or playground
 - Physically accompanying child to desired outcome, by staff, when child is refusing to co-operate, or to prevent further damage to property (see Handling Policy and guidance below).
 - Remove child from situation, this might be achieved through removing the rest of the class rather than the child them self.
 - As a last resort, physical restraint of child (with parental consent and by those who have had appropriate training
 - Withdrawal from school-trip or other event
 - Full investigation by Headteacher
 - Exclusion from school for rest of day

- Fixed term exclusion from school
- Permanent exclusion from school.

Guidance on Managing Behaviour at Playtime and Lunchtime

- Wet Play – the member of staff on duty decides on whether to take the children out and informs staff.
- Wet lunchtime – senior supervisor informs other lunchtime staff. KS2 children will go to the Arts Room and KS1 children to Reception classroom
- First Aid – duty staff send to office or staffroom for help if required.
- Avoid chasing after a child. Expect the child to come to you or follow when asked politely, turn, walk towards building, return and repeat if necessary.
- No physical restraint should be used unless the child is a danger to another person or themselves (major incident) – in this case send for the Deputy or Headteacher (see Handling Policy)
- If a child requires medical treatment during the school day, a record of this is kept in the School Office and a slip detailing the accident is sent home to parents.

Expectations and Attitudes

The playground should feel safe for everyone. Supervisors should patrol the whole playground, particularly the climbing wall and by the arches.

We expect both children and adults to treat each other with respect and consider our school values within their behaviour around school. Children are not permitted to enter in:

- Kicking games
- Play fighting
- Grabbing games
- Threatening behaviour
- Calling names
- Going around in gangs
- Highly competitive games of sport
- Copying pretend weapons

St Saviour's C of E Primary School

Appendix A

Staff Support Network
Arrangements

behaviour from a class member, to receive regular support from their Key Stage Leader, SMT, DH and HT.

Behaviour Log

Name:	Date of incident:
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Time of incident:	Type of inappropriate behaviour was demonstrated?
Where did the incident happen?	Who was involved?
What happened?	
Who dealt with it?	
Follow up actions/ sanctions	

Signed (Headteacher) Date.....

Appendix B



Serious Incident Monitoring Sheet
2017-2018

	Cyber Bullying	Bullying	Physical aggression or violence	Emotional or verbal Assault	Racial, Homophobic or sexual harassment	Deliberate defiance	Vandalism or deliberate damage to property	Theft	Number of exclusions	Child protection Concerns	Serious Injuries	Restraint & Handling	Reported to Governing Body?
Autumn 1 (2017)													
Autumn 2 (2017)													
Spring 1 (2018)													
Spring 2 (2018)													
Summer 1 (2018)													
Summer 2 (2018)													



Minor Incident Log

Name:	Date of incident:
Time of incident:	Type of inappropriate behaviour was demonstrated?
Where did the incident happen?	Who was involved?
What happened?	
Who dealt with it?	
Follow up actions/ sanctions	

Signed (Headteacher)
 Date.....