



# **BEHAVIOUR POLICY**

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## **1. Introduction and Ethos**

We will provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment.

We will nurture each child, and support them in learning to contribute as responsible and positive members of society.

The issues of self esteem, and of individual responsibility are at the core of the school's work. In living out this ethos, the school has high expectations of the behaviour of staff, children, parents and governors.

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all staff.
- Poor behaviour cannot be tolerated because it obstructs the children's rights to learn and teachers' rights to teach.
- Respect is essential to support positive behaviour and that it must be given in order to be received. Parents and carers, pupils and staff all need to show mutual regard.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to an individual
- The support and involvement of parents is essential for the maintenance of good behaviour

The school aims to work in partnership with home to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. All parents are asked to sign the Home/School Agreement when their child joins the school, and in so doing, to agree to support this policy.

We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our Golden Rules (see below).

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child.

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children



## **2. Aims**

**Through the operation and delivery of this policy we would aim to:**

1. Ensure that all children are kept safe.
2. Attempt to ensure that children both remain happy in school and enjoy coming to school in order for them to attain their full potential.
3. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5. Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
6. Communicate the policy to as wide a relevant audience as is possible, e.g. parents, other staff who come into the school, including supply teachers.
7. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class or the wider school community.
8. Ensure that we as staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
9. Explain the reasons behind the various aspects of the policy to the children in age appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10. To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who misbehaves.

### **St Christopher Primary School Golden Rules:**

Please remember our Golden Rules

- We will always follow instructions with thought and care.
- We will show good manners, being kind and considerate to others at all times.
- We will treat everyone and everything with respect.
- We will walk around school safely and sensibly.



## 5. Early Years Foundation Stage (Nursery and Reception)

We aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our rules exist and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Once they are clear what is expected of them they can move on to develop their own learning without any fears.

## 6. Expectations

Classroom and areas around school will display the golden rules. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community. As a result, the school sets out its expectations on the pages that follow.

A description of responsibilities for all the members of the school community:

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Families</b>
To respect all members of the school community.	To respect all members of the school community.	To support and respect the staff and governors in promoting the school's ethos.
To provide a positive example, embodying the Golden Rules.	To contribute to and follow the Golden Rules at all times.	Be aware of the school's values and expectations.
To be calm and consistent in dealing with children.	To support and care for each other.	To provide the school with an up to date emergency contact number.
To encourage the values and ethos of the school among the children.	To respect others' property and learning.	To share in the values, ethos and expectations of the school.
To have high expectations of the children.	To listen to others and to respect their opinions.	To support and comply with the terms of the Home School Agreement.
To meet the educational, social, emotional and behavioural needs of the children.	To take responsibility for their own actions and behaviour.	To provide the school with a written explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress.
To provide an appropriate, challenging and stimulating curriculum.	To show respect, listen and follow the instructions to all members of staff (teaching and non-teaching).	
To support and comply with the terms of the Home School Agreement.		



## **Rewards and Positive Strategies**

### **Team Points**

#### **Team points to celebrate positive behaviour:**

The children, teachers and teaching assistants all belong to one of our four school teams: Branson, Devonish, Donaldson and Goodall.

Team points are awarded by staff for behaviour that supports the Golden Rules. Only one team point at any one time can be awarded. Team points are displayed and collated in each class. The class totals are collected at the end of each week by team point monitors, the results are announced in assembly. The winning team each week will receive a trophy to display with their colours.

The members of the winning team over each term will receive a small prize/reward. The winning team will be announced on the weekly newsletter.

### **Merit Points**

#### **Merit points to celebrate good work:**

Teachers and teaching assistants can award merit points for outstanding work or tremendous effort in a piece of work. Merit points are collected on an individual record card. Teachers and teaching assistants will award a merit point as MP on children's work as stated in the school marking policy. This will be initialled when transferred to the collection card.

The following certificates will be awarded throughout the year during Friday's assembly:

<b>Certificate</b>	<b>Merit Points</b>
Merit	25
Bronze	50
Silver	75
Head's	100
Gold	150

Merit certificates will be announced on the weekly newsletter.

### **Golden Time**

All children are entitled to thirty minutes of golden time each week. During golden time, children will have the opportunity to take part in a range of enjoyable activities of their choice. The privilege of golden time will be withdrawn for unacceptable behaviour. Teachers will award a sticker to each child displaying the minutes they achieved for golden time on a weekly basis. Parents will be able to look out for the sticker on a Friday afternoon.

Within each phase a teacher will be responsible for supervising those who have lost golden time. If any child loses **all** of their golden time more than three times in a half term the class teacher will contact parents to inform them of their child's behaviour.



## Unacceptable behaviour at St Christopher Primary School

**Guide to levels of unacceptable behaviour:** **Level One:** behaviour that can be effectively managed within a classroom environment by the class teacher - consequence includes loss of golden time.

**Level Two:** more serious negative behaviour that is not so easily managed within a classroom environment.

**Level Three:** Serious negative unaccepted behaviour or persistent level two type behaviour.

**Level Four:** Very serious unaccepted behaviour or persistent level three type behaviour.

**Please see Appendix A for behaviour level slips.**

**Unacceptable behaviour explained:**

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>
Not on task/ wasting time.	<b>Any Persistence of level one.</b>	<b>Any persistence of level two.</b>	<b>Any persistence of Level three.</b>
Deliberate avoidance or non completion of set work	Telling lies.	Not responding to instructions; uncooperative behaviour.	Serious acts of sustained Violence towards pupils and adults eg: hitting, kicking, fighting, and biting.
Distracting another child, chatting in class/assembly.	Teasing others, name calling, making, unkind and derogatory comments.	Stealing.	Persistent bad language and verbal abuse.
Distraction, interruption of activities, calling out, attention seeking behaviour.	Play fighting, dangerous or rough/aggressive play on the playground (including when playing football).	<b>*Racial or prejudice abuse.</b>	Continued refusal of an adult's reasonable request.
Negative body language.	Answering back.	Deliberate, persistent or malicious lying.	Vandalism of school buildings/property.
Accidental damage to school/others' property through careless behaviour.	Retaliation	Inappropriate/bad language.	Bringing dangerous items into school.
Running indoors.		Graffiti on school property (including school books).	<b>*Bullying.</b>
		Deliberately damaging another child's property.	Leaving school premises without consent.
		Deliberately injuring another pupil	

**\* This will be investigated by the DHT or HT and could result in level 4 consequences depending on the outcomes.**

**All level four type behaviour will result in a full investigation and will be logged by the HT. (Please also refer to the school anti-bullying policy)**



## Consequences for Unacceptable Behaviour

### Level 1 type behaviour

Each class teacher will use an individual, age related behaviour chart however all teachers must follow the same procedure:

Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persisting low level behaviour.

- Any child displaying level one type behaviour will, after a verbal warning, lose five minutes of golden time.
- This must be displayed on the behaviour chart. If any child loses **all** of their golden time more than three times in a half term the class teacher will contact parents to inform them of their child's behaviour.
- Teachers may also use professional judgement when deciding how much golden time the child should lose depending on the child and their behaviour.

### **Persistence of Level One**

If a child displays the same behaviour again after losing five minutes they will then lose a further ten minutes golden time without warning. If they then choose to display the same negative behaviour or another act of unacceptable behaviour within the lesson they will be asked to **leave the classroom for the rest of the lesson**. They will be sent to the partner class. They will not receive any attention other than to be told where to sit. They will return to their class teacher at the end of the lesson and will then be given a **level two**. They will complete any work missed during their missed playtimes.

The child should then return to the next lesson and with a fresh start approach. The same procedure will be followed. If all golden time has been lost for that week then the minutes lost will be calculated and the child will miss the total number of minutes in their own time: eg: playtimes, in addition to what they are already missing. If they are asked to leave the lesson again they will be **sent to a leader's classroom**. They will then be issued with a **level three** and the AHT/DHT will be informed.

If the child chooses to behave inappropriately in a third lesson on the same day then the procedure will be followed and if they are asked to leave the classroom they will be **sent to the AHT/DHT**. They will not return to the class for the remainder of the day. Parents will be informed.

If a child refuses to leave the classroom and or an area and becomes further disruptive they will be warned that if they don't leave then they will be removed. This behaviour will result in a level 4. The child will be given the choice to move independently and if they choose not to then a senior leader will be called and the child will be removed.

### Level 2

- The child will be sent to the 'Timeout Zone' (outside DHT office for KS1 and outside AHT office for KS2) at playtime with a **Yellow** behaviour slip, which will refer to the reason. The level will be recorded on the class list along with the date. The slip will then be filed behind the class list.

- The child will miss two of their playtimes and fifteen minutes golden time will be removed for that week.
- If any child receives a level 2 behaviour slip 3 times per half term the leader of the phase will send out the Level 2 letter and inform them about their child's behaviour. (Leaders will monitor file on a weekly basis). This is to be recorded on the behaviour record log with initials of the sender. Files will be kept in DHT and AHT office.
- After the Level 2 letter has been sent the teacher will closely monitor behaviour for a two-week period. If there is no improvement (which includes receiving further Level 2 slips) then an individual behaviour plan will be drafted by the class teacher and shared with Standards Leader and parents. The date this behaviour plan begins will be recorded on the behaviour log. Completed plans will be stored in the Behaviour file. This plan will be communicated with parents / carers on a daily basis and adjusted as necessary. **The key to the success of positively managing behaviour is communication with all.**

### Level 3

- The child will be given an **Orange** behaviour slip and sent to the 'Timeout Zone'. The level will be recorded on the class list along with the date. The slip will then be filed behind the class list.
- The child will not be allowed outside to play for the following 3 playtimes/lunchtimes and will not be allowed to take part in off-site or extra curricular activities for 3 days. Lunch will be eaten whilst being supervised by DHT.
- The DHT will contact the parents that day and inform them about their child's behaviour. This will be followed up with a Level 3 letter with a reply slip.
- Children will also automatically lose their golden time for that week.

### Level 4

- The child will be given a **Red** behaviour slip and taken to the Headteacher by the member of staff concerned to discuss the issue.
- After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call will be followed by a formal Level 4 letter. An appointment will be made with parents, teacher and Headteacher to discuss the child's future behaviour.

- All privileges for an extended period will be withdrawn at the discretion of the Headteacher.
- Children will also automatically lose their golden time for that week.
- The child may be issued with an internal exclusion whereby the child loses the privilege to work within their class/year group/phase.
- In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made.
- In extreme cases the child may be permanently excluded.

Fixed term and permanent exclusion will follow guidelines set by DFE.

Children who have separate behaviour plans as a result of persistent unacceptable behaviour or who are on the Special Needs Register for behaviour may need to have an Individual behaviour Plan. In these cases other agencies may be involved.

St. Christopher Behaviour Incident Log could be used (**Appendix B**).

### Lunchtime

LA's may give children for golden tickets. The picture ticket will be given to the child or class teacher depending on the age. The stub of the ticket will be named by the LA and handed into reception at the end of lunchtime. Reception will then collect this in readiness for Friday's assembly. LA's will award at least one ticket per day and explain why it has been awarded. LA's will aim to vary who they award their tickets to. Tickets will be drawn in an assembly on a Friday so every child with a ticket has a chance of winning a prize. Golden tickets will be given for behaviour that support the school's golden rules.

LA's will encourage the children to follow the same four golden rules.

1. We will always follow instructions with thought and care.
2. We will show good manners, being kind and considerate to others at all times.
3. We will treat everyone and everything with respect.
4. We will walk around school safely and sensibly.

### **Unacceptable behaviour at lunchtime:**

All LA's will have a lunchtime logbook. At all times they will focus on praising positive behaviour. A child who chooses to behave in an inappropriate will be warned first unless the behaviour is so serious a warning is not possible eg: a child has been hurt. LA's will warn the child involved they have a warning and they will refer to the rule being broken. If they do not correct their behaviour or break another rule during the lunch break then their name will be entered into the book with reference to the golden rule broken and they will receive between 5 and 10 minutes timeout in a designated area on the playground. If the behaviour is more serious negative behaviour such as those behaviours listed in level 3 and 4 then this will require an investigation by a teacher/leader and the child or children involved will be sent into school and will stand outside the staffroom. If the child refuses then the learning mentor or senior supervisor will contact a senior member of staff via walkie talkie. If the learning mentor is available then she may deal with the investigation and report to a leader. LA's will supervise outside the staffroom until a member of staff is available. LA's will log the details.

LA's will pass the class logbook to the class teacher at 1pm and any discussions necessary about lunchtime will take place, positive behaviour will be shared first. LA's; will remain in the classroom until 1.15pm and will be directed by the teacher. Class Teachers will monitor the book and any child who appears in the book three times in a week for level 1 and 2 behaviour will be warned about their persistent unacceptable behaviour and careful monitoring will continue. Further sanctions maybe issued such as having lunch in isolation and, or referred to senior staff who may then contact parents.

### **Use of reasonable force**

**Occasionally staff may need to use reasonable force in order to:**

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

### **Staff Authorised to Use Force**

'All teachers and staff the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' At St Christopher this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own

safety. If reasonable force is necessary then staff will ensure that there is at least a second member of staff with them where possible.

The Governing Body of St Christopher has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Temporary authorisation can also be granted in specified circumstances such as volunteer parents helping on a school trip but this is under specific direction of a supervising member of staff.

### **Minimising the Need to Use Force**

Use of force is only used as a last resort and procedures are in place at St Christopher School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Effective relationships are developed between staff and pupils and PSHE and SEAL activities support pupils in managing conflict and coping with feelings. Staff are also given guidance and training in how to manage pupil behaviour.

Please refer to Use of Reasonable force policy for further details.