

## **St Christopher's C.E. Primary School - Behaviour Policy**

**Policy reviewed: May 2019 (Local Governing Body meeting)**

**Next due to be reviewed: May 2021**

### **Policy Statement**

In our school our Christian vision shapes all that we do. Our core Christian values of Love, Courage and Belonging are embedded throughout the school, always considering the key Bible text of John 10:10 *"I am come that they might have life, and that they might have it more abundantly."* This policy has been considered in the context of our Christian values and core Bible text.

### **Statement of Intent**

A clear school behaviour policy, consistently and fairly applied, underpins effective education. We believe that high standards of behaviour lie at the heart of a successful school and that this enables our pupils to make the best possible progress in all aspects of their school life.

This policy has been formed, taking into consideration the ideas and views of all stakeholders through the publishing of a draft consultation on our school website, sharing with staff and through the involvement of our school council.

This policy should be read in conjunction with the school equality policy and equality and accessibility plan.

### **Expectations**

We have high expectations of behaviour from all stakeholders and promote this through our values based learning.

At St Christopher's we follow these rules throughout our time at the school:

- 1) Respect Yourself
- 2) Respect Others
- 3) Respect the Environment

These will be displayed in every room.

Each class will establish their own class rules at the start of each term.

### **Movement around the school**

#### **Start of the day:**

Children should not arrive on the school site without an adult before 8.30am. When they arrive, they should walk sensibly to their class straight away and complete the tasks set by the class teacher.

All scooters and bikes should be pushed through the site and locked away in the shed and racks.

#### **Throughout the day:**

When moving to and from the playground, or in or out of the school, children should keep to the paths, moving at a safe walking pace and need to keep noise/talking at a very low level.

At the end of break and lunch times, children will line up quietly in the allocated spot. Year 4 adjacent to orchard building. Year 2 and 3 by the Orchard Building entrance, Year 1 outside their class and Years 5 and 6 on the Year 5 & 6 playground. This is to ensure children's safety.

### **Lunchtimes:**

Children must not be inside unless eating lunch or with an adult. The year 6 toilets may be used if needed. All children are expected to line up quietly when entering the hall for lunch. Packed lunches & school dinners have specific tables to sit at and all children are reminded to sit and eat their lunch quietly – no shouting is acceptable. The children need to stay in their seats until they have finished eating their lunch and then place all their wrappers and rubbish in the bins provided. All children are expected to say please and thank you to the serving staff.

### **Rewards**

Praise and encouragement and building positive relationships are the main foci of our reward system and every child will receive appropriate praise during the course of each day.

The following are also used:

House point system: house points are earned for good behaviour, positive attitude and effort and kindness to peers and adults. Any adult can give children a house point and classes can devise their own weekly reward systems to support the termly treats.

Whole school celebration assembly every two or three weeks – two nominations from each class which can include celebrations for work and behaviour/attitude or demonstration of our values. Other rewards in the assembly include. The Golden Broom for the best kept class, showing our respect for property.

Every phase assembly will end with recognition of a class or individuals who have been good role models for our key school values or rules.

Whole Class treats following collaborative teamwork e.g. house point treats or class attendance

Teachers may also have their own reward systems in their classrooms. E.g marbles in the jar, table points. Many classes use 'classroom dojo' as a tool.

Staff are encouraged to build positive relationships with parents and keep them informed of positive behaviour.

Stickers.

Merit system for Year 6 (at the discretion of Year 6 teachers) – merits are given only by the class teachers for **exceptional** work at the child's level. Other staff are invited to share information with class teachers to support allocation of merits. Completed merit cards will be given to the Headteacher by the Class Teacher.

### **Consequences/Behaviour Steps**

The vast majority of children behave well most of the time, but occasions do arise when staff will need to address incidences where children's behaviour is unacceptable.

Within the classroom:

There is a ladder of 7 behaviour steps

All children start each session in the middle on the 'Ready to Learn Step' and take steps upwards for positive actions/attitude and steps downwards when the wrong choices are being made:

Headteacher Credits – Special sticker from member of SLT

House Point – to add to class chart

Verbal Praise – identify specifically the good behaviour

Ready to Learn – all children, cool, calm and collected. Eager to learn

Verbal warning – identifying specifically the wrong choice

Time out – this could be on a different table with work within the class or to another classroom where appropriate

Intervention by SLT – Head or member of SLT is called for using a yellow card or child is sent directly to them. Time is then spent on completing a Behaviour Record with child. The child will be kept for 10 minutes but this needs to be monitored if the child is clearly not able to return to the class in this time frame.

### **Poor behaviour in the playground:**

The child will be given a verbal warning and the rule broken pointed out.

If the child continues to break the rules, then he/she will be told to take 'time-out' and calm down – five minutes by the wall near Lime/Maple Class for years 1 and 2. Bottom of the stairs for years 3 and 4 and corner of the orchard building near the steps for years 5 and 6.

If unacceptable behaviour continues, the child will go to loss of playtime (held outside Plane Class in the Orchard Building)

A child will go straight to the 'Loss of play' room if they are fighting, using threatening language or swearing.

Incidents and children's names are recorded each time they are in 'Loss of play'. This is monitored and if a child is in 3 times or more in a term then class teacher is informed and will inform the parents. If they are in 'loss of play' for another three occasions, a meeting with parents is set up and specific playtime support is devised.

Support in the playground to help children who may struggle socially is available in the form of buddies. At least two children are on duty each day to support their peers by leading games and mediating disagreements. There is also a quiet playroom available daily to selected children.

It is accepted that a small minority of children will not respond to the above rewards and sanctions. If a child's behaviour does cause concern over a period of time, the Head teacher, Deputy Head teacher and class teacher will work with both the child and the parents to formulate an Individual Behaviour Plan to help the child to continue to be a pupil at the school.

### **What happens when children seriously misbehave exhibiting challenging behaviour?**

Challenging Behaviour and therefore immediate referral to senior member of staff is deemed to be:

Intentional physical violence e.g. fighting

Intentional damage to property

Stealing

Bullying (see separate policy)

Racism

Persistent misbehaviour

Threatening behaviour

Few children will need this, and a red card sent to SLT will ensure immediate support is in place. If a child is absent for a substantial length of time with a member of SLT, then he/she will complete any class work in the Loss of Play during the next lunch break.

Should a child leave the room without permission, the Head teacher/Deputy Head teacher will be immediately informed. If the child remains within the school, the Head teacher/Deputy Head will address the problem with the child and if appropriate return him/her to the classroom. Parents will then be requested to make an appointment to see the Head teacher and teacher to discuss this behaviour.

If the child leaves the school premises without permission, the Head teacher/Deputy Head teacher will be informed immediately, the police contacted and the parents contacted to be asked to come in to the school immediately. A re-occurrence of these actions will result in exclusion.

Should a child make malicious and unfounded allegations against members of staff, they will be excluded for a fixed time and discussion will be had as to the sustainability of the school placement with due regard to the damage done to the relationships between the child and members of staff.

### **Off-site behaviour concerns**

Should a child misbehave on a school excursion or residential, then the behaviour steps will be applied as they would within school. No child will be restricted from attending school trips unless their safety or the safety of others would be jeopardised. Plans will be made to support children with SEMH needs in order for them to attend trips.

If a child is reported to the school for an incident out of school e.g. bullying, bad language, vandalism then the headteacher or deputy headteacher will investigate and contact the parents to ensure that they are aware of the incident.

### **Exclusion**

A child may be excluded by the headteacher for extremes of behaviour such as physical attacks, bullying or racism that continues after support has been put in place for the bully and the victim. Each incident will be assessed individually and the headteacher will decide what is appropriate – an internal exclusion (where the child works in school away from his/her peers); a fixed-term exclusion or permanent exclusion (see exclusion policy). The exclusion is given to preserve the rights of other learners and members of staff and may include a child with SEND.

National guidelines are followed in regard to all exclusions:

☐ Pupils can be excluded up to a maximum of 45 days per school year

☒ If a child is excluded for more than 5 school days then alternative educational provision must be found from day six onwards if not before

☒ The school will provide and mark work to be completed at home during the period of exclusion if a suitable placement is not found so the child's learning does not suffer.

☒ Children may also be excluded for lunchtimes only if their behaviour specifically relates to this period.

In the event of fixed term exclusion, the parents or carers and the child involved must attend a 'back to school' meeting with the Head teacher or Deputy on the first day returning to school to ascertain their understanding of the situation. A clear behaviour action plan for a fixed period of time, expectations and any further consequences and rewards will be discussed at this meeting. The child will then meet with the Head teacher or Deputy Head teacher after a designated amount of time to review current behaviour. Parents will be informed as to the outcome.

Any exclusions are communicated to Governors at every Full Governing Body meeting in the Head teacher's Report. The Chair of Governors is kept up to date with any exclusions at the time.

### **The use of 'reasonable force'<sup>1</sup>**

What is reasonable force?

Force is usually used either to 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 student 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, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

'Reasonable in the circumstances' means using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force (with due regard to our legal duty to make reasonable adjustments for disabled children and children with SEN) to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

It is always unlawful to use force as a punishment.

We will ensure that there are at least 5 people with up to date TEAMTeach training on the staff. If staff are working with individual children who may need TEAMTeach skilled staff to access the curriculum, then they will undergo the TEAMTeach training.

Following an incident involving the use of reasonable force, there will be a debrief for the child and the adult/s involved and any pastoral support they may need. The incident will be recorded in a bound and numbered book and parents will be informed.

There are other occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. E.g.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument, exercises or techniques during PE lessons;
- To give first aid.

Reviewed by Governors – May 2019

1

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)