



“Belonging, Serving, Succeeding”

Behaviour Policy

This policy has been written in order to comply with section 89 of the Education and Inspections Act 2006 - <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

This policy should be read in conjunction with the following:

- Health and Safety Policy
- Safeguarding/Child Protection Policy
- E Safety Policy
- Acceptable Use Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy

and statutory legislation relevant to schools on the use of restraint and confiscating items of property.

Our aim is to provide the optimum conditions for successful teaching and learning by creating a positive climate and culture, benefiting all staff and students. We ensure that the school's high expectations of behaviour are clear and consistent and that all members of staff promote and adhere to this policy. Our positive behaviour approach encourages children to develop positive relationships based on Christian values and fundamental British values. Our high expectations enable us to create a calm and purposeful learning environment. We reward the children who do the right thing and we encourage independence and self-discipline. Our consistent routines aim to raise the standards of behaviour in school. We have three simple rules:

Be ready to learn

Show kindness and respect

Safety first

The teachers and children in each class may also establish a set of classroom rules unique to that class and reflecting the children's needs.

Celebrating good behaviour

The school employs a wide range of incentives. Every child from Reception to Y6 begins each day with a “Good to be Green” card on the class chart because every day is a fresh start. We want our children to respond to the Christian ethos of the school and behave in a responsible way, showing respect, kindness and self-discipline. Good behaviour is recognised and rewarded and provides a good example for others, as well as promoting the child’s self-esteem.

Rewards include:

- Stickers, stamps, smiley faces and stars
- Written comments
- Private praise
- Praise in front of peers
- Work shown to other pupils and/or staff
- House points
- Golden Tickets awarded by lunchtime staff
- Parents informed of good behaviour
- Certificates and rewards given out in Celebration Worship
- Class reward schemes designed by the class teacher

“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. Children whose behaviour is consistently good or better have green cards on a behaviour chart and are referred to as being “on green”. Despite the positive climate, sometimes children may occasionally fail to meet the high standards of behaviour we expect. Each incident will be in a particular context and individual circumstances will be taken into account as appropriate. At Banks St. Stephen’s CE Primary School we consider the following to be examples of unacceptable behaviour:

- Lack of respect for adults or each other e.g. talking in class/assembly when the teacher is talking or answering back
- Lack of respect for other children e.g. interrupting rudely when others are trying to speak or laughing at other children in order to hurt their feelings
- Deliberately hurting others, with words or actions
- Behaviour which interrupts their learning or the learning of others
- Swearing
- Damaging property
- Dropping litter
- Stealing
- Refusing to follow instructions
- Racist comments
- Homophobic comments
- Bullying, physical or verbal

The children know if they choose to misbehave, they may have to accept the following consequences:

Playtime: If an incident happens on the playground, a warning may be given or the child may be asked to walk with the member of staff on duty, or stand on their own for a few minutes. They may be sent into school with an adult to calm down. The member of staff on duty will decide if the incident is serious enough to be reported to the class teacher and/or noted on CPOMS (a secure electronic recording system for safeguarding and behaviour concerns).

In the lunch hall: Children may miss some or all of their lunchtime play. More serious incidents may be reported to the class teacher and/or noted on CPOMS. Recording incidents of poor behaviour, along with shared trigger points, means that long-term patterns of behaviour can be analysed and appropriate further provision and support implemented in order to improve the child's behaviour and wellbeing.

In the classroom: The child may work on a table alone or be sent to a partner class or to the Headteacher with work for a period of time. Children may be asked to write or reflect about their actions and/or write a letter of apology and playtime may be lost. The child may be issued with a yellow card and if so, will have the chance to redeem themselves and get back "on green" by showing subsequent good behaviour.

Red card incidents: Occasionally more serious incidents can happen. If a child has continued to behave in an unacceptable manner, the child may work away from the rest of the class with the Headteacher or another member of staff. They may have separate playtimes and lunchtimes. Parents will be informed if there is a red card incident. A red card is given for a one-off serious incident (e.g. deliberately injuring another child) or further incidents when already on a yellow card.

Behaviour outside school when in uniform

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.

Exclusion

Exclusion is a last resort, 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, L.C.C. guidelines will be followed.

SEND

The School recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We understand that some children may need additional support with their behaviour and readily work with them, their parents, carers and outside agencies to support these pupils. Where necessary the SENCO will work with class teachers and other key staff to ensure that individual behaviour support plans are in place.

Our Christian ethos encourages forgiveness

We aim to create an environment where children have the chance to reflect upon the impact of their behaviour, and then decide how they can make the situation better. We discuss choices and

provide children with strategies to improve their behaviour. We believe that all members of the school community are equally valued and deserving of God's steadfast love and forgiveness.

Last reviewed June 2021

Ratified at Full Governors' Meeting July 2021

Due for review Summer Term 2022