

ST SAVIOUR'S C OF E ACADEMY

BEHAVIOUR POLICY
&

PRACTICES



Autumn 2022
Review date: Autumn 2023

Introduction

This policy outlines the approach to Positive Behaviour Management at St Saviour's CE (VC) Academy. The policy has been drawn up as a result of staff discussion, training and consultation with children and the implementation of the policy is the responsibility of all staff.

Philosophy

At St Saviour's C of E Academy we believe that within the disciplinary system the emphasis should always be on the positive approach of encouragement and praise. We feel at St Saviour's we have a central role to play in every child's social, spiritual and moral development. We ensure this by promoting Christian values of friendship, honesty, respect, perseverance, forgiveness and aspiration as identified by the children, staff and governors. These values underpin this policy and its related practices.

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all; reflective of our church school ethos. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

- To make St Saviour's a safe and happy place to learn and to work.
- To enable children to develop a strong sense of self discipline and an acceptance of responsibility for their own actions.
- To create and encourage an atmosphere of trust where all children feel safe at all time.
- To recognise, reward and reinforce good behaviour within and outside the classroom.
- To further the development of a caring school.
- To show tolerance and respect for all individuals
- To have consistent strategies used throughout the school
- To involve parents in the management of their children's behaviour
- To enable teachers to teach and children to learn without disruption

Relationships

The relationships we build with the children and parents are the essential building blocks that we base our school discipline and behaviour upon.

Staff/Pupil Relationships

Remember to:

- Be human – if you are wrong apologise.
- Treat others as you would wish yourself or your child to be treated.
- Be resourceful – if a strategy doesn't work, try a different one
- Ask colleagues for help or new ideas to try with a particular class /child / children
- Establish clear boundaries of acceptable behaviour and stick to them
- Stay calm
- Think positively
- Record disruptive behaviour (objectively)
- Investigate fully

Try to avoid:

- Gut reactions – take your time, it will help you to respond calmly
- Making empty threats
- Over reacting – this may reinforce the behaviour
- Confrontation
- Setting unattainable standards of behaviour that children cannot achieve
- Labelling children.

Staff/Parent Relationship

Remember to:

- Listen
- Be aware of home situations
- Avoid confrontation
- Record meetings
- Seek support from a colleague as a witness to discussions.

Guidance

The Classroom

- The main responsibility for managing children's behaviour lies with all adults.
- Colleagues and management have a duty to support teachers in addressing behaviour issues
- No teacher has the right to abdicate their overall responsibility for the children in their charge.
- Behaviour management is linked to the quality of teaching and learning provided. Well structured activities that meet the needs of the individual child help to reduce the incidence of disruptive behaviour.
- Children should not be left unsupervised in the classroom or Key Stage areas. Therefore, if children leave class without permission another member of staff should be alerted so that the location of the children can be ascertained.
- If you see a child out of class, please challenge them and ask why they are not in class.

School Rules

Our School rules are:

- We use kind hands, feet and words. (purple)
- We use appropriate voices in and around school. (green)
- We always use equipment sensibly and tidy items away after using them. (yellow)
- We are caring towards others and their feelings. (blue)
- We listen when we are spoken to by others. (orange)
- We have a positive attitude to our learning and always try our best. (pink)

The school has six key rules (colour coded) that have been devised and agreed by the children and staff together. They were introduced to the children during a Behaviour Assembly. Throughout general teaching, staff will make reference to the rules. These are displayed in the classroom, entrance hall and Key Stage Areas.

The school rules are discussed in Key Stage assemblies and in classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Inappropriate Behaviour

The following behaviours are not acceptable and will lead to the children moving through the **Consequence Ladder** and eventually into a **lunchtime detention**.

- Aggressive behaviour (immediate detention)
- Inappropriate language (immediate detention)
- Answering back
- Disrupting others from working (immediate detention)
- Leaving the classroom without permission
- Lying
- Moods and tantrums
- Lack of respect for adults
- Name calling
- Lack of effort
- Not producing best work
- Refusing to co-operate with adults
- Refusing to answer an adult
- Refusing to share school equipment
- Ignoring an instruction
- Repeated interruption
- Rudeness
- Throwing things (immediate detention)

Staff will record incidents in one of the following ways:

- Record the incident on a record form and keep them in the class folder.
- Log in the child's individual behaviour records if appropriate

The following behaviours will be dealt with using appropriate sanctions/procedures: -

- Abusive language to pupils or staff
- Fighting/purposely hurting others

- Leaving the school building or grounds without permission
- Wilful damage to property/theft

Racist Remarks

The pupil is reprimanded, the Principal is informed, and a record of the incident kept on paper. These will be anonymised and reported to the LA.

- For a repeated offence, parents will be informed.
- In persistent cases, parents may be asked to discuss the matter with the Principal

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy for further details.

Violent Behaviour

- In the unlikely event of a pupil or an adult being injured as a result of a physical assault, written statements must be taken from both pupils as well as any witnesses as soon as possible. A recording device may be used and a transcript taken where a pupil is unable to make a written statement.
- If any adult witnesses violent behaviour, it must be recorded immediately, making sure the time and date are noted.

Fixed Term/Permanent exclusion may result from

- A deliberate act of violence against a pupil or an adult
- The threat of violence against a pupil or an adult
- The carrying of a weapon of any kind
- Persistent disobedience resulting in disruption to teaching and other pupil's learning i.e. the culmination of repeated incidents.
- An agreement following temporary exclusion being broken
- A malicious allegation against a member of staff

However, different procedure/sanctions may be followed for children who receive 'SEND support' or 'EHCP' for behaviour. These children may have an IBP (Individual Behaviour Plan)

The use of force to restrain pupils

There are extremely rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. Under [s. 93 Education and Inspections Act 2006](#), all members of school staff have a legal power to use reasonable force on and off school premises where the member of staff has lawful control, or is in charge, of the pupil concerned. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis. Please refer to DfE guidance document on 'Use of Reasonable Force'.

Screening, Searching and Confiscation

The DfE has published 'Screening, Searching and Confiscation' guidance (2018) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, inappropriate images, stolen items, fireworks, knives and other offensive weapons* are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent. School staff can seize any prohibited item found as a result of a search. We can also seize any item; we consider harmful or detrimental to school discipline.

Outside of school

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers/principals a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Where non-criminal negative behaviour and bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the Principal will consider what the appropriate sanction should be.

* An 'Offensive Weapon' is defined as "any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use". (S1 Prevention of Crime Act 1953).

Rewards

Dojos (termly house prize)

Each child is a member of a "House" within school. The houses are named after local pot banks and have a related colour. Children earn Dojos for good work and a positive attitude to their work. Dojos can be given by all members of staff and these will go towards whole school team Dojos. The Dojos will be collected on a weekly basis and put towards a team total. The team with the most Dojos each week will have their colour sash displayed on a trophy. A termly reward will be given to the house with the most Dojos. Teachers and members of staff will also be allocated a "House".

| House | Colour |
|-------------|--------|
| Spode | Green |
| Gladstone | Yellow |
| Bridgewater | Red |
| Wedgwood | Blue |

Stickers & Praise

Children will receive stickers and praise for behaviour, work (in books) and showing a positive attitude towards work and other people.

Star of the Week

To encourage and reinforce positive behaviour, each week the class teacher will identify two children as "Stars of the Week". These children will be rewarded in a variety of ways – name in "St Saviour's Star Book", privileges in class– first in line, special chair, class monitor etc... During Celebration Assembly the child will be awarded a "Star of the Week" certificate.

Values certificates

To encourage and reinforce the positive behaviour, each week, the class teacher will identify two of the school values that have been observed. These children will receive a certificate in the Celebration Assembly.

Special Improvement Award

To be presented at individual teachers' discretion to any child who has made a significant improvement in an aspect of their behaviour or work in school or to a child who has received an award/achievement from outside of school. The child's name and achievement will be written in the "St Saviour's Star Book", and a certificate presented in assembly.

The Rainbow

Children who do something exceptional (work or behaviour) can be placed in the Rainbow at the top of the Consequence Ladder. Children who are placed in the Rainbow, on the Consequence Ladder, three times in a half term receive a colour button badge (red, orange, yellow, green, blue & purple). When a child reaches the Rainbow their name remains there for the week on a post-it note. There is a different colour badge for each half term relating to rainbow colours.

Tea with the Teacher

All pupils who remain on the yellow card for a half term will have the opportunity to have tea with the teacher.

VIP Table

VIP Table at lunchtimes – the two pupils from each class who are awarded Star of the Week will be able to eat their lunch on the VIP table each Friday. Children will be selected by lunchtime supervisors.

Celebration Assembly

Every week there will be a whole school celebration assembly. Two children will be awarded "Star of the Week" certificates; one for behaviour/attitude to learning and one for work within class. In the assembly, specific class music, chosen by the class, will play as the children are called down to the front. Each child will sit on the special chair while the teacher shares the reason they were chosen. A certificate will be given and the children's names will be entered into the special achievement book. Parents will have the opportunity to come to the assembly to see their child.

Additional Rewards

In addition to the above, individual staff may put their own reward system in place for their class and classroom management. E.g. snake points, table points, rewards for bringing homework back, etc. Also the Principal may award dojos, certificates and prizes in recognition of good work, helpfulness, and good behaviour.

Smile Squad

To support positive behaviour at playtimes, develop self esteem and positive attitudes towards other children, we have introduced a system of "Smile Squad". The children involved are Year 5/6, and they volunteer to help at playtimes and lunchtimes. All the children involved in the scheme will have their photos displayed. The squad will meet half termly with designated members of staff to receive training and feedback. The Playground squad will be timetabled and will help on the KS1 and KS2 playground. The Smile Squad help to support a range of appropriate behaviours

- Good manners
- Helping others
- Playing well together
- Being a good friend

At the end of the half term the Smile Squad will be awarded a certificate in recognition of their effort and hard work. –

Head Boy/Girl and House Captains

A head boy and girl are elected from the Year 6 cohort. Their responsibilities are as follows

Head Boy/Girl

- Giving out stickers in Celebration Assembly, and representing the school where appropriate.

House Captains

- Music monitors for hall and Intra-sports events.

Sanctions

In Early Years and the beginning of Year 1, children will use the thinking chair at the green point of the consequence ladder, rather than the loss of playtime.

When problems with behaviour arise it is initially the responsibility of the person working with the child to use the school system of sanctions. If problems persist the following procedure should be followed: -
Teacher Assistant or Class Teacher → Behaviour Lead → Vice Principal → Principal.

Before a sanction is implemented, staff will praise the children (try to praise at least two children) who are doing the right things so that high expectations are constantly reinforced.

A Consequence Ladder is in place in every classroom. If children choose not to follow the rules, sanctions are carried out on a step by step basis in a clear and consistent manner. When a child is moved down the consequence ladder the teacher will complete a tick sheet to demonstrate which steps were taken. This is to be kept in the behaviour folder.

| Consequence Ladder | Sanctions |
|--------------------|--|
| Yellow | All children's names here at the start of morning and afternoon sessions |
| Orange | Verbal warning |
| Green | Miss 10 minutes of playtime/lunchtime-child to complete consequence letter |
| Blue | Child to be sent to partner classroom for time out. (Y6→3, Y5→Y2, Y4→Y1 YR→Y6) 10 minute limit. Child to complete a reflection sheet – thought bubble. |
| Purple | Child to be sent to Behaviour Lead for discussion. CPOMs to be completed by teacher. |

| | |
|------|--|
| Grey | Teacher to inform parents of child's behaviour and a lunchtime detention the following day to be received- child to complete serious consequence letter. |
| Red | Child to be sent to Vice Principal for discussion and contact made with parents. |

- If a child threatens, hurts or bullies another child, the child records the incident, using the consequence letter and the child is spoken to by the class teacher and a detention will be given.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child is persistently a danger to themselves, or others, their parents/carers may be contacted immediately to seek a resolution.
- A behaviour plan may need to be agreed, to encourage positive behaviour.
- In certain serious or continuous situations, exclusion may be considered.
- Physical Violence/abusive language will lead to immediate detention.
- A letter is to be sent home for every detention.
- After a third detention the class teacher will arrange a meeting with parents.

Further Sanctions

If the above sanctions do not lead to an improvement in behaviour, the following may be adopted

- The establishment of a sessional/daily behaviour record or home-school liaison book.
- A formal reprimand from a senior member of staff.
- A requirement for a written apology.
- A regular report to be given to the Principal
- A letter/telephone call to a parent from the Principal or Vice Principal
- A meeting with parents.
- A multiagency assessment
- Other sanctions following discussion between parents, class teacher and Principal

Lunchtime Detention

Lunchtime detention is a sanction for inappropriate behaviour around school; in the classroom, playground and hall or when children have moved down the consequence ladder.

These are 15 minutes in length and take place between 12.00/12.15 and 12.15/12.30 p.m. Children on detention are to remain in class with a designated member of staff. The member of staff issuing the detention should record the detention details in the **behaviour** folder via the consequence forms and tick sheet. The behaviour folders are kept in the classrooms and will be checked half termly by the behaviour lead. Detentions that cannot be completed that day are "owed" for the next day. Physical violence/abusive language lead to an immediate detention.

Commented [kw1]:

The completed consequence form is to be sent home for every detention to be signed by a parent.

Lunchtime Procedures as followed by the Lunchtime Organisers.

Rules

The rules and expected conduct of the children are the same at lunchtime as in lesson time. Unacceptable behaviour is listed on pages 1 and 2 of this Behaviour Policy.

Rewards

- Verbal Praise.
- Stickers
- Dojos
- Earning a place on the VIP Table
- Cupcake champions

Cupcake

Mid-day staff will choose two classes per lunchtime to be cupcake champions of the day. The first for behaviour in the hall throughout lunch, including the eating of their lunches and keeping their tables tidy. The second will be awarded for behaviour outside, playing well together. For this a cupcake point will be awarded, children will be informed at the end of each lunch time as they line up. The class with the most cupcake points at the end of the half term will be rewarded with cupcakes.

Sanctions

When problems with behaviour arise, it is initially the responsibility of the person working with the child to use the school system of sanctions. If problems persist the following procedure should be followed:

Mid-day Assistant → Senior Assistant (ET) → Class Teacher → Behaviour Lead (KW) → Vice Principal → Principal (LD)

Before a sanction is implemented, staff will praise the children (try to praise a least two children) who are doing the right thing so that high expectations are constantly reinforced.

Sanctions are as follows:

1. A verbal warning no further action taken
2. Second warning, child is removed from play location and a discussion takes place regarding behaviour expectations.
3. Third warning, child is taken to Senior Assistant (ET).

The following behaviours should be reported to a senior member of staff who will discuss the incident and decide on the most appropriate course of action:

1. Abusive language to pupils or staff
2. Fighting/purposely hurting others
3. Leaving the school grounds without permission
4. Wilful damage to property.

School/Home Links

Minor offences will be dealt with in school. If however, a child persists in breaking a rule then the parents will be informed and their help enlisted. Communications will be by one or more of the following:

- Regular interviews
- Telephone
- Letter (by hand from adult to adult and post if necessary)
- Home/school diary
- BP/target sheets