

Behaviour Policy



Headteacher

September 2023

Review: September 2024

Trinity St Stephen Behaviour Policy

1. Introduction

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.

The school 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. It aims to promote an environment where everyone feels happy, safe and secure. As a Church school we promote the Christian values of compassion, trust, wisdom, fellowship, friendship and peace.

The school follows the Golden Rules:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships and mutual respect, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in a safe, effective and considerate way. The class teacher discusses the Golden Rules with each class, which are displayed inside and outside school for all to refer to. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Our behaviour policy supports this by:

- Encouraging all to value, respect and look after themselves and each other
- Welcoming all. Ensuring that all members of our school community are welcomed irrespective of ethnicity, faith, ability or disability, gender, age or economic status. Supporting all in accepting their responsibilities and respecting their own and others' rights
- Committing to improving outcomes for all and eliminating all forms of discrimination, harassment and bullying
- Promoting equality of opportunity, welfare of all and good relations across the whole school community
- Helping all to embrace the Christian Values of our school through the use of our Golden Rules. This enables the school community to make the right choices and behave appropriately and respectfully both within and outside the school environment.
- Using positive rewards and strategies to encourage appropriate behaviour
- Providing a consistent procedure and a clear hierarchy of sanctions for dealing with inappropriate behaviour

- Providing an appropriate balance between these rewards and sanctions to encourage good behaviour
- Recognising that staff have the power to discipline pupils within agreed boundaries (see Appendix 1)
- Working with parents and families
- Rejecting the behaviour not the child
- Having clear procedures to measure and monitor incidents of behaviour and the effectiveness of the policy
- Rewarding and celebrating children for appropriate social behaviour as well as for academic effort or achievement
- Making reasonable adjustments for pupils on the grounds of age, SEN, religion or disability
- Helping the school community understand that there are circumstances in which some pupils may be treated differently to others and why this is so
- The school community respecting that rules associated with keeping everyone safe from the Coronavirus are essential and must be followed by all

2. Procedure for Behaviour

The focus for promoting a positive approach will be one of celebrating the majority of children who are doing the right thing. Staff will focus on spotting children 'getting it right'. All classes will have a prominent board for displaying the names of children who are going 'above and beyond'. This could be in terms of general behaviour and demonstration of our Christian Values or/and curriculum achievements. Teaching staff will communicate with parents and carers about the positive aspects of their children's contribution in school. For parents and carers who are unable to drop off and collect from school this will be done using the school texting and emailing service.

Throughout the school children will collect 'Golden Points' and this will lead to earning certificates:

- Bronze – 25 points
- Silver – 50 points
- Gold – 100 points

Points will also be counted in their houses. There will be a collective responsibility towards earning points for the house. A termly 'treat' will be given to the children in the winning house.

Star of the Week certificates are awarded during Celebration Assembly, generally on a weekly basis.

Once a term a member of each year group receives the Governor's Award. The award is presented at the end of term worship in Church by a member of the Governing Body, usually the Chair of Governors. These are nominated by the class teachers and are for outstanding contribution to school life. Parents of the recipients are made aware before the service and invited to join the worship.

It is hoped that a positive approach enables all to be supported to behave respectfully. Where a pupil is not able to conform all adults in school are responsible for the implementation of the Behaviour Policy and will follow the hierarchy of warnings. The procedure will be applied consistently by all staff.

Warnings will be balanced by positive rewards, some of which are described below.

Children causing repeated or serious concern, will be discussed with the Headteacher and where appropriate external agencies such as the Family Link Worker. Additional interventions will be put into place for these

children. In certain situations, exclusion may be considered (following statutory guidance 'Exclusion from Maintained Schools, Academies and pupil referral units in England' September 2017). This guidance can be found on the Policy area of the school website.

Inappropriate behaviour is recorded in the Class Behaviour File or Home Communication logs and these move up through the school with the child. These are stored securely in the school office.

The use of physical intervention will always be a last resort. Members of the staff team have received training in positive handling- Team Teach. Staff may use physical intervention techniques where the child, other children or staff members are at risk of harm and after other strategies have been tried. The use of this type of intervention will be recorded (Appendix 2) and stored in the Cohort Behaviour File.

Policy Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1

The School's behaviour policy focuses on promoting positive behaviour. There will be occasions where children's behaviour does not meet the school's expectations. In these cases sanctions will be applied.

INDIVIDUAL BEHAVIOUR PLANS:

Where a pupil shows persistent misbehaviour then they will be subject to an Individual Behaviour Plan.

STAGE I – An Individual Behaviour Plan (IBP) set up and monitored by the Class Teacher in discussion with parents/carers and where appropriate the child.

A Behaviour Plan will generally follow the following script:

1. Child will be supported by providing a prompt, equipment or resources to help get the learning back on track
2. Remind the child of the expectations of this piece of learning
3. Warning – set the expectations and remind them of a time when the learning and behaviour was going well. 'Do you remember when you did the excellent piece of learning on...'
4. Thank the child for listening
5. Learning may need to be done at another time- break time/lunch time/homework
6. Refer to sanctions chart below

STAGE II – An IBP set up and monitored by the Head Teacher in discussion with parents and carers with class teacher and where appropriate the child.

STAGE III – A referral to Behaviour Support or Educational Psychologist leading to an IBP set up and monitored by the school and external agency in conjunction.

STAGE IV – Following an exclusion (fixed term) there will always be a reintegration meeting with school and the family. Further support will be considered at this meeting.

Level	Sanction	Typical behaviours	School action
A	Non-verbal warning	Low level disruption in classroom.	
B	Verbal warning	Continued low level disruption in classroom. first non compliance.	
C	Loss of time (The teacher will use his or her discretion to remove from all or part of playtime or lunchtime.)	Not completing sufficient work (allowances made for SEN support) Rudeness to children and staff.	If this is persistent behaviour parents should be informed. Recorded in Behaviour Log. Parent and child involved in creation of Individual Behaviour Plan.
D	Report to Key stage leader	Damage to school property. On-going failure to complete learning tasks. On-going rudeness to children and staff. Repeat incidents.	Recorded in Behaviour Log. Reported to parents. Property is paid for or replaced. Where the safety of the child, staff, other children is a concern physical intervention may be used.
E	Report to Head Teacher	Damage to school property. Significant physical harm or abuse to a member of staff or other children. Racist incidents. Child on child abuse. Ongoing non compliance.	Recorded in Behaviour Log. Reported to parents. Property is paid for or replaced. Racist incident reported to governors. Where the safety of the child, staff, other children is a concern physical intervention may be used. A risk assessment may be completed.
F	Fixed term exclusion	Major damage to school property High level physical harm or abuse to a member of staff or other child/children. Continued non compliance	Recorded in Behaviour Log. Reported to parents. Reported to governors. Reported to the Local Authority. Property is paid for or replaced. Where the safety of the child, staff, other children is a concern physical intervention may be used. A risk assessment may be completed.
G	Permanent exclusion	Continued high level of abuse to staff or children following	Recorded in Behaviour Log. Reported to parents.

		fixed term exclusion and a Behaviour Support Plan and where there is a risk to safety to other children and staff.	Reported to governors. Reported to the Local Authority. Property is paid for or replaced. Where the safety of the child, staff, other children is a concern physical intervention may be used.

The

chart below indicates the hierarchy of sanctions. Any section applied will take into consideration and respect for the child’s age, religion, culture, academic and physical ability or disability.

Note: Damage to school or neighbouring property may incur a cost as stated in the Charging and Remission Policy

Record of Physical Intervention

To be completed by staff member leading during the event, preferably on the same day.

Name of child:

Date:

Outline of events *(leading up to the event, description of the event including strategies used before physical intervention and reasons for physical intervention)*

What happened next? *(Eg. Discussion with child regarding better choices next time, understanding why the child behaved as they did, saying sorry)*

Lessons learnt by school team/Any further training/support required for staff involved?

Signed: