



BEHAVIOUR POLICY

(incorporating Anti-Bullying)

(STATUTORY POLICY)

St Andrew's Church School endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this policy.

Copies of this document in large print can be obtained from the school

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To be reviewed by:	School Development Committee
Signed:	
(Minor changes – to agree with Behaviour Principles and update of sanctions)	

St Andrew's Church School

BEHAVIOUR POLICY

This policy is set in the context of our school vision statement, our Church of England status, our Teaching and Learning Policy and our Special Educational Needs Policy.

As a Church of England Primary School we have identified a Bible passage to encourage our pupils to "live the values" - *Galatians 5 v22 :the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.*

The main focus of our behaviour management is to praise positive actions by rewarding the children doing the right thing and acknowledging and celebrating their good behaviour. Rewards take the form of verbal praise, stickers, house points, reward time, half termly class reward time, certificates, notes to parents and assembly celebrations.

Each class teacher will work with pupils to create a Class Charter. This will outline the sorts of behaviours they want to see in their room that will help to develop **respect, tolerance, self-control** and a sense of **responsibility** in the class and which will allow everyone to be able to **learn**, be **safe**, be **motivated** and be **happy**.

Rationale

At St. Andrew's Church School we have high expectations of the children's behaviour. We expect our pupils to behave at all times in a manner consistent with our school aims.

Our policy is to provide a consistent and positive framework, which outlines how we should all act towards each other. This is underpinned by the five competencies (self-awareness, managing feelings, motivation, empathy and social skills) of SEAL (the Social and Emotional Aspects of Learning). There should be a shared understanding between children, staff, families, governors and other stakeholders of our common purpose

We reserve the right to apply our professional judgement where appropriate, particularly where pupils are endangering themselves, others or property or are bringing the school into disrepute.

Aims

- To develop in children a sense of **self-awareness** and **responsibility** for their own actions.
- To create the conditions for a **motivated, orderly** and **happy** community in which effective **learning** can take place.
- To promote and foster **mutual respect** and **empathy** for others and for the environment
- To promote and foster **self-control** and **courtesy**.
- To manage feelings and respond appropriately

Objectives

- To negotiate annually, with the children, a code of conduct based on the above aims. This agreed code of conduct is to be displayed in all classrooms and public areas of the school. (Appendix A)
- To negotiate with the children and the School Council an agreed system of positive consequences.

- To work in partnership with children, families, governors, staff and other stakeholders towards common expectations and goals
- To recognise that inappropriate behaviour often stems from personal problems or difficulties, and seek to identify such problems and give appropriate professional help and guidance.
- To recognise that bullying falls outside the parameters of our agreed code of conduct and should be dealt with accordingly. (Appendix B)
- To acknowledge the need to seek advice and support, when appropriate, from other agencies, e.g. the Behaviour Support Team, Social Services etc. (Appendix C)
- To ensure that practice is consistent throughout the day by operating linked procedures at lunchtimes. (Appendix D)

Monitoring and Review

The success of this policy will be seen in the maintenance of an environment, which will enable everyone to work happily, to enjoy, and take pleasure in, the school community and make sound educational progress.

It will be reviewed regularly, in line with the School Development Plan, by staff, pupils and governors.

CODE OF CONDUCT (Key Stage 2)

Our focus is to try and reward positive behaviour, we have a number of systems in place such as the weekly reward time at the end of each week, the awarding of team points that work towards the term house point trophy and at the end of each half term children earn the right to an extra reward by having 1 or less stage 2 behaviour detentions. These rewards vary from an extra play time at the Rec to a DVD with popcorn.

Our code of conduct has three stages. Each stage is colour coded and has its own system of consequences.

Stage 1

Stage 1 is based on a system of Reward Time.

Every child has 30 minutes of Reward Time each week. This is a time when the children may choose from a variety of activities negotiated with their class teacher.

Stage 1 consists of two stages:

1. **Warning** - This may be a verbal or visual warning- such as putting his/her name on whiteboard and remains for the whole school day.
2. **Loss of five minutes Reward Time**

Code of conduct for Stage 1

- Not working.
- Stopping other children from working.
- Talking at the wrong time.
- Being cheeky/ answering back
- Moving around class / school in a thoughtless way
- Breaking a rule from the agreed Class Charter
- Talking in Collective Worship/Assembly
- 'Hearsay' using inappropriate language from another child

Fresh Start Policy: always start each new day without any names on the board.

Reward time **cannot** be earned back.

Stage 2

There are two routes in to Stage 2 – by progression from Stage 1 due to repeated misbehaviour and 'instant entry' to Stage 2 for any of the other misbehaviours listed.

Stage 2 involves a detention slip being sent to the Head Teacher and the child spending the next the duration of the morning playtime in the hall. A member of the SMT will be on duty in the hall. The child's name is recorded in the Stage 2 detention folder and the reason why s/he is there.

Staff will also keep their own brief log of who they have sent for a behaviour detention, when and why they were sent in order that they can then be referenced for future contact with parents.

If a child is sent for Stage 2 behaviour detentions on more than two occasions in a single half term, a phone call/discussion to/with his/her parents will be made and the opportunity given for the parents to discuss matters regarding the behaviours with the Class Teacher and/or SMT member, should they wish to do so.

If a child has received 2 or more detentions for poor behaviour in a single half term he/she then loses the privilege of that half term's reward.

Code of conduct for Stage 2 (behaviour detention) – white detention slip to be sent to the Head Teacher

- Repeatedly answering back, showing a 'bad attitude'
- Repeatedly not doing as asked
- Repeated disruptive classroom behaviour
- Repeatedly not working in class
- Repeated talking in Collective Worship/Assembly
- Repeatedly running recklessly around the school
- Leaving the room without permission
- Pushing other children deliberately
- Throwing small objects inappropriately
- Name-calling or teasing to upset another
- Wilful lying
- Overheard by staff to use inappropriate language

The following are to be a 'reminder' detention for 'forgetting' and will not count against the half termly reward. These are to be marked on a coloured slip and sent to the Head Teacher.

Code of conduct for Stage 2 ('forgetting') – green detention slip to be sent to the Head Teacher

- Not producing homework as required
- Not having a PE kit
- Being in the wrong place at the wrong time
- Being late for lessons, without a valid reason

Stage 3

It consists of three stages.

Stage 3 involves the Head teacher or Deputy Head teacher and the parents.

1. The child is sent to the Head teacher (or the Deputy Head teacher in the HT's absence) to explain his/her behaviour or the Head Teacher will be called to the Class or Playground if needed. A letter (Letter A) will be either handed or posted to the parents, informing them of the incident and inviting them in to discuss the matter with the Head Teacher or Deputy Head Teacher. The child's name, a copy of the letter will be logged in the Behaviour file.

2. If there is repeated bad behaviour, the child will again be sent to the Head teacher (or the Deputy Head teacher, in the HT's absence). Another letter (Letter B) will be sent to the parents requesting that they make an appointment to discuss the matter with the Head Teacher or Deputy Head Teacher. The child's name and a copy of the letter will be logged in the Behaviour file.

3. If there is continued bad behaviour, the child will be sent to the Head teacher, or, in his absence, the Deputy Head teacher and a fixed term exclusion will be imposed.

Code of conduct for Stage 3

- Throwing things in a dangerous manner
- Persistently answering back and aggressive attitude
- Using violence towards others
- Threatening or intimidating any member of the school
- Verbal bullying
- Using inappropriate language in a malicious and open way
- Deliberately causing damage to property
- Persistently refusing to do as asked
- Stealing
- Spitting at someone
- Persistently lying
- Leaving school without permission

Any of the above behaviours are investigated fully by the Head/Deputy. If deemed severe the outcome may lead to a short exclusion without going through the prior steps.

THE RAINBOW BEHAVIOUR SYSTEM (KEY STAGE 1)

How the system works:

- ☺ Every morning every child is on the sun
- ☺ If a child makes the wrong choice and displays a bad behaviour then the adult closest to them will take them to the display, find the behaviour on the chart and tell the child how many moves they must make.
- ☺ If an incident occurs between two or more children then each child will have a chance to explain themselves so that we can get the full picture before we take action
- ☺ The rainbow consists of three moves before a child moves on to the thunder cloud.
- ☺ If the incident is severe, eg hurting others, then the child will go straight to the thunder cloud
- ☺ If a child has made wrong choices throughout the day, s/he can earn back moves by showing adults that s/he is trying hard, making the right choice and behaving appropriately
- ☺ Any child not receiving a treat will be asked to sit and join the class so that s/he can see the other children being rewarded for good behaviour
- ☺ At the end of the day all children will move back to the sun and start afresh the next day
- ☺ If a child ends the day on the sun, s/he will receive a treat
- ☺ If a child is on the rainbow at the end of the day, s/he will not receive a treat
- ☺ If a child ends up on the thunder cloud, s/he will not receive a treat and will miss a playtime (Stage 2) – either morning or afternoon depending on the time of the ‘thunder cloud’ to ensure that this consequence is immediate so that the child does not forget the action that led to them being on the ‘thunder cloud’
- ☺ If a child has been on the thunder cloud, s/he will be unable to get back to the sun, due to the severity of the bad behaviour, but if a child is on the rainbow, s/he can make their way back to the sun by making good choices and showing good behaviour.

BULLYING

It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively

Definitions

Bullying can be described as behaviour which is:

- Difficult for victims to defend themselves against
- Deliberately hurtful
- Repeated over a period of time

There are three main types:

- Physical - hitting, kicking, taking belongings etc.
- Verbal - name-calling, insulting, making offensive remarks etc.
- Indirect - spreading nasty stories about someone, exclusion from social groups etc.
- Cyber-bullying

Curricular approaches to bullying

The curriculum can be used in the following ways;

- Raising awareness
- Increasing understanding for victims
- Teaching pupils how to manage relationships

This may be done through:

- PSHE
- RE
- Circle time
- Co-operative group work
- Circles of friends
- Drama
- Assemblies
- SEAL: Anti-bullying week, Anti-bullying charter

Additional strategies that may be used :

- Befriending
- Support groups
- Adult mediation
- Peer mediation
- Use of a worry box, feeling walls, mood-indicators appropriate to age, for children
- Posters advising children who to talk to
- An appointment to meet with the SENCo

Procedures

- Bullying can be brought to the attention of staff either by the victim, a friend, a parent or other interested people
- There should be a lengthy discussion with the victim
- The victim, if able to write, will be given a notebook and asked to record incidents, perpetrators, witnesses etc. In the case of a child who is unable to record such details, s/he will be asked to choose an adult to scribe. This book should be taken to the Head teacher, or member of the management Team before the end of the day if an incident has occurred during that day.
- The bully/bullies should be identified and witness accounts obtained if possible
- There should be discussion with the bully/bullies where he/she/they are confronted with the details and encouraged to tell the truth.
- If there is an admission of guilt, the procedures in Level 3 of the behaviour policy will be followed.
- If there is no admission of guilt, further investigations will take place until a resolution is reached.
- The parents of both victim and bully will be invited into school to discuss the situation.
- There will be a meeting between the victim and the Head
- There will be a meeting between the bully/ bullies and the Head
- There will be follow-up to this meeting for all parties

Supporting parents with concerns with bullying

- Parents and Carers with concerns about bullying will be provided with a copy of the behaviour policy and the appendix B – Bullying
- Parents without access to internet may wish to phone Parentline Plus
Tel: 0808 800 2222 (24 Hrs) – A national support group dealing with many aspects of parenting.

CHILDREN "BEYOND"

Very occasionally there may be some children who are "beyond" normal incentives and sanctions. Often, they are children, whose basic emotional or physical needs have not been, or are not being, met. There may have been a failure to provide any boundaries at home and consequently, some children are unable to recognise the normal boundaries of behaviour expected by the school. Sometimes, a child will have a medical condition which makes it difficult for him/her to behave within the expected boundaries.

Such children are usually unhappy, angry or suffering from low self-esteem which leads them into a downwards spiral of believing they cannot be good, so they give up trying.

Action

The following is a plan of action to support adults and children when the **usual** behaviour management strategies have failed and the unacceptable behaviour of an individual is disrupting the education and well-being of the majority in the school.

1. The Head teacher is made aware of situations in which the child is causing disruptions.
2. The matter is then discussed at SMT level, which will be called as soon as possible.
3. Discussions will then take place as to how this behavioural problem can be eased and what review procedures are necessary. This may include:
 - a) removing the child from their class for a set period of time (either to the head's office or to another classroom – internal exclusion)
 - b) making alternative arrangements for sessions such as lunchtimes/ collective worship/storytime/ registration, etc.
 - c) involvement of the LA Behaviour Support Service;
 - d) other strategies suggested by staff to help the class teacher.
4. Parents will then be informed as to the decision taken and the review procedures suggested.
5. Class teachers will remain responsible for organisation work for the child and monitoring their progress.
6. The point at which children will be re-integrated into the normal school routines will be dependent on the review process, progress and agreement between head, class teacher, parents, pupil and the LA Behaviour Support Service.
7. When deemed appropriate, to meet the needs on an individual pupil, a personalised behaviour contract may be put in place, with agreement from the parents of the child.

LUNCHTIME PROCEDURES

These procedures link to the reward system based on Reward Time

The same procedures for Level 1 are followed

Good behaviour will be rewarded by:

The child will be given a Team Point by the Lunchtime Supervisor to acknowledge good and excellent behaviour, manners and attitude.

Unacceptable behaviour will be acknowledged by:

A warning will be given - a verbal warning

The child will be **moved** off the table / or the playground to sit away or stand by the wall away from others for five minutes- in cases where children may react in a negative way a member of the leadership team will be sent for.

If the stages above have been gone through and behaviour is still poor then inform the Duty Teacher who will bring the child off the playground and will escalate the incident to a second stage issue, with the child missing the next day's morning playtime.