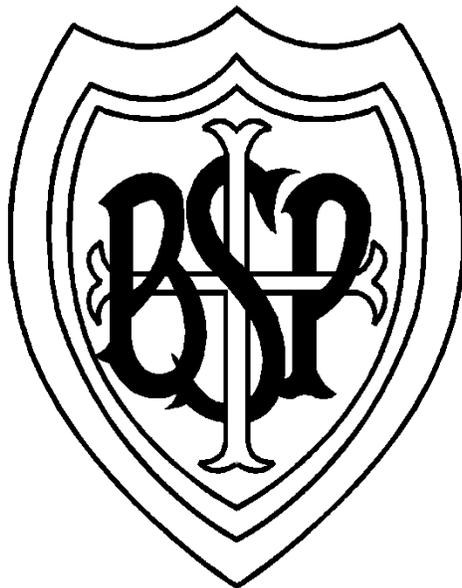


Behaviour Policy

St Barnabas & St Philip's
Church of England
Primary School



Behaviour Policy

This policy was updated and reviewed by the staff in autumn 2018. It will be updated and reviewed by the staff in autumn 2019.

The Whole-School Behaviour Policy has at its core the following values and intentions:

- We aim to treat people with compassion, **friendship**, humility, justice, **peace and trust**
- We disapprove of any kind of discrimination on grounds of class, disability, ethnicity, gender, religion or sexuality.
- We support opportunities to further feelings of self-worth and self-motivation, and to develop emotional literacy and mental resilience.
- We support someone to put things right and restore their relationships, if they have done something that risks harming others or their relationship with them,
- We endeavour to treat all members of the school community with equal regard. This includes ensuring that vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant, refugee and looked-after children – receive behavioural support according to their need.

“We” refers to the whole school of teaching and non-teaching staff, children’s parents, Governors. Through this we aim to achieve a positive school ethos.

The School Behaviour Policy is also linked with the following school policies:

Anti-Bullying Policy,

E-Safety Policy,

Equality Information and Objectives Policy (Disability Equality Scheme),

School Spirituality Document,

Behaviour Principles Written Statement Policy

Safeguarding and Child Protection Policy

HOW WE DEAL WITH MISBEHAVIOUR IN THE SCHOOL

We view misbehaviour as a violation of people and our relationships with them. The school's primary aim in this situation is to help the individual to put things right. It is recognised that there are occasions when positive reinforcement has been tried, but is not effective in managing a child's behaviour and that other strategies need to be employed. Inevitably all situations will be different and appropriate strategies will depend on the child concerned, the situation and previous experience. In the first instance we will aim to use restorative approaches, however, depending on the context we may need to use other strategies and sanctions.

Stage 1

Stage 1 should be used for most minor incidents. Positive intervention by the staff member is considered the initial method of dealing with most incidents. We follow the restorative script with all children (and if appropriate adults) involved, namely:

- What happened?
- What were you thinking?
- What were you feeling?
- What have you thought since?
- Who is affected by what happened?
- How can we make it right?

Ways the child may put things right:

- agree to follow classroom/playground behaviour expectations
- agree to apologise to the person they have upset
- agree to try to put right what they did wrong e.g. pick up litter

Where the child does not follow the restorative agreement then the staff member may deal with situation by:

- verbal reprimand;
- moving the child to a different part of the class room;
- sending the child to play in another part of the playground.

Stage II

If incidents persist, or the incident is considered more serious by the class teacher, then a 'Contract to put things right' (Appendix C) is made.

A Class Behaviour File for recording incidents is kept by the class teacher.

The Playground Behaviour File is used by Teachers' Assistants and Midday Supervisors for playtime and lunch break incidents.

Strategies for dealing with persistent or more serious incidents:

Primarily, staff follow the restorative questions with all those involved, namely:

- What happened?
- What were you thinking?
- What were you feeling?
- What have you thought since?

- Who is affected by what happened?
- How can we make it right?

Ways the child may put things right (this needs to be agreed with all the children/adults involved in the incident):

- agreeing to write a written apology;
- agreeing to complete unfinished work during the child's own time in the classroom;
- agreeing to include the peer in play and to use kind words

Where a child does not follow the restorative agreement then the staff member may deal with situation by:

- In the playground being asked to sit down on the bench or stand by an adult for a cooling off period.
- In class being sent to another classroom for a cooling off period
- Child completes 'Contract to put things right' sheet (Appendix C);
 - the following are the partner classes to be used for this 'cooling off' periods :
 - Year 1 and Year 2;
 - Year 3 and Year 4 with back up Class 5
 - Year 5 and Year 6 with back up Class 4
- informal chat with parents – recording outcome of discussion (see Appendix D);
- All incidents must be recorded in the Class Behaviour File.

Stage III

Fighting, swearing, bullying, discriminatory remarks or persistent disobedience or rudeness to adults will be referred to the HT/DHT. The HT/DHT will discuss the incident with the child/children involved and a letter will be sent home. A formal meeting will be arranged with parents.

When a serious incident occurs in the playground, the child and a written record of the incident (Appendix C) will be escorted to the HT/DHT.

Procedures for dealing with most serious behaviours are set out in Appendix E and will be followed at all times.

HOW WE IMPROVE BEHAVIOUR IN THE SCHOOL

Personal and Social Development along with Citizenship is seen as an important part of a child's all round education. The school aims to support and encourage positive behaviour in all aspects of learning. All the school staff take shared responsibility for promoting good behaviour and, therefore, we all deal with incidents wherever and whenever they occur.

We use a range of strategies to develop a positive learning environment:

We praise in Classroom and Assembly;

We recognise positive involvement through the use of visual charts;

We reward with House Points in the Juniors (see Appendix A);

We encourage Infant children to work together to achieve whole class rewards;

We acknowledge achievement by informing parents through praise postcards;

We show learning to other teachers, teachers' assistants and members of the SLT;

We give all children the opportunity to carry out responsibilities through being class monitors;

We give children in the Juniors special responsibilities (working with younger children i.e. Buddy readers, Library monitors).

Strategies for the classroom

- Run through the day or refer to a visual timetable.
- Use singing or clapping to get children's attention. Vary the activity.
- Praise the children who are listening, being quiet etc.
- Catch children being good.
- Be very clear regarding expectations. (Code of Conduct)
- Model and bring attention to good manners.
- Report to parents when children have behaved well.

Strategies for the end of playtime

- Midday Supervisors and Teachers' Assistants support lining up, with positive comments and feedback to class teacher.
- When lining up, insist children face the same way, standing still quietly, looking at the teacher.
- Children line up in line order.
- The member of staff stands at the class door to see children in.
- Children follow a class routine to go straight to seats/carpet.

HOW WE TRANSLATE AIMS INTO PRACTICE

In the Classroom

Behaviour is regularly discussed in all classrooms, both in the light of specific incidents and through the teaching of the PSHE and Citizenship curriculum. Restorative approach is introduced and role played during PSHE and Citizenship.

- The restorative approach scripts are displayed in classroom and around the school (**consider**)
- Staff use a consistent method of visual symbols to record praise and warnings.
- Anti-bullying advice is displayed in the classroom.

At the start of each new academic year, each class brainstorms ideas and draws up its own set of guidelines for behaviour, which reflect the school's Code of Conduct (Appendix A). These guidelines may be re-emphasised or updated during the course of the year.

Positive behaviour is reinforced on a daily basis by the methods set out above. Staff utilise a range of strategies in order to manage their classrooms so that they are positive environments for successful learning (see Appendix F)

Staff keep a Class Behaviour File, which records incidents and the celebration of positive behaviour with the class group. The Head Teacher monitors Class Behaviour Files on a termly basis.

In the Playground

In the regular morning staff briefing meetings, staff will be alerted to any child whose behaviour is causing concern and needs monitoring, so that staff will be able to deal with incidents appropriately and report back to the child's class teacher.

A rota of activities is drawn up for class participation in the playground. Activities are overseen by the P.E. Coach and Midday supervisors. Soft balls, skipping ropes and a range of games are provided for children to play with at lunchtime.

Midday Supervisors **receive regular training sessions** to discuss ways of understanding playtime behaviour and developing playground potential. This includes the use of restorative approaches.

Midday Supervisors meet regularly with Headteacher and Deputy Headteacher to discuss issues arising in the playground.

At lunchtime, incidents of unacceptable behaviour are recorded in the Playground Behaviour File, which is brought to the attention of the class teacher, and serious incidents are followed up with Headteacher and Deputy Headteacher.

In Collective Worship

Collective Worship regularly focus on our own feelings and how we should behave towards others through reference to Christian values. This is part of the on-going social development and citizenship, which the school encourages. We will stress that inappropriate behaviour damages relationships and harms people and that our aim is to put things right and move on from this. (School Spirituality Document)

Children's behaviour and achievement in school is recognised through the awarding of a trophy on a termly basis to the Junior House that has collected the most House Points.

At Home

We seek to work in partnership with parents at all time and it is expected that parents will support the school's Behaviour Policy and contribute with their own strategies at home. All parents will receive a summary copy of the policy.

Monitoring

The Head Teacher will undertake termly monitoring of Class Behaviour Files and Playground Behaviour File to establish an overview of all behaviour incident types. This data will identify the number, location and type of behaviour incident occurring within the school. Analysis of this data will be used by the school to review current practice with the aim of minimising the occurrence of behaviour incidents and to allow the impact of any changes to be monitored.

Review

An annual review of the Behaviour Policy will be undertaken at the beginning of September and monitoring data will be used to inform the review and revision of the behaviour policy.

This policy was updated in September 2018 on guidance received from the RBKC Educational Psychology Service.

This policy will be reviewed in the light of the Safeguarding Review undertaken by Helen Ridding (LDBS Consultant) in January 2019

The Headteacher and Staff will review this policy in September 2019.

Appendix A

OUR CODE OF CONDUCT

At different times during the school day, children, staff and volunteer helpers encounter circumstances where expectations of all those involved may vary. The controlled learning atmosphere of the classroom is very different from the more relaxed atmosphere at after school club, Learning Centre or in the playground. Though a consistent approach to behaviour is necessary, the issues relating to different activities have been considered separately.

In the Classroom pupils are expected to:

- Show respect, kindness, courtesy and tolerance
- be prepared to learn together with everyone;
- work hard to achieve the highest standards of which we are capable in the set time;
- be ready to learn at the beginning of each lesson;
- listen carefully to staff and follow instructions;
- listen quietly to other people's points of view;
- put up thumbs when wishing to speak to the whole class;
- **To stand or not to stand, that is the question,....**
- move around the classroom showing awareness of other people's space and noise level;
- look after the classroom environment and equipment and resources within the classroom;

In Assembly pupils are expected to:

- walk into the hall calmly and quietly and await instructions to be seated;
- listen carefully and thoughtfully throughout to adults, visitors and children;
- sit still without fidgeting;
- ignore any children who may talk to them;
- leave the hall calmly and quietly.

In the Playground pupils are expected to:

- play safely and considerately;
- show kindness and tolerance to each other at all times;
- play games co-operatively and not leave people out;
- respect the school surroundings, pick up litter and be careful of living things;
- come to adults when asked and carry out requests straight away;
- sort out problems sensibly, asking for help when necessary;
- pack up playground games and apparatus when asked to;
- take class turns according to the activity rota;
- stop immediately when the first whistle sounds;
- line up sensibly when told;

In the Dining Hall pupils are expected to:

- wait patiently and quietly in the playground or to be served;
- walk calmly to their seat;
- stay in their seat whilst eating;
- be friendly and kind to other people on their table;
- check that their place is clean and clear of litter or cups when they leave it;

- return their tray and clear off any uneaten food;
- clear their tables after eating packed lunch;
- say “please” and “thank you” to the adults and to each other;
- walk out of the hall sensibly.

When Lining Up pupils are expected to do so in the specific order established by the Class Teacher:

- line up quietly in the order that the member of staff expects;
- face the member of staff at the front of the line, standing calmly and quietly;
- leave a sensible space between them and the person in front of them so as not to touch anyone else.

Moving about the school pupils are expected to:

- walk quietly, calmly and directly to their destination;
- keep to the right on the stairs;
- keep in order in the line;

At Lunchtime or After-school Clubs pupils are expected to:

- listen to and obey all adults, showing respect;
- arrive punctually and prepared for the Club;
- wait in the playground until collected for Lunch-time Clubs;
- notify the adult in charge if unable to attend.

On Educational Visits pupils are expected to:

- listen to and obey all adults accompanying them;
- be polite to everyone they meet;
- sit quietly and calmly on public/private transport and wear seat belts provided;
- keep to one side of the pavement and walk sensibly in line;
- respect property and obey any rules that apply to the place they are visiting;
- be responsible for disposing of any litter correctly;
- look after their own belongings.

We do not accept:

- any form of bullying; (verbal or physical intimidation, isolation)
- name-calling of any kind;(teasing)
- ganging up or threatening;
- unkindness to others, e.g. excluding from games, removing property;
- physical violence, e.g. pulling, prodding, poking, dragging;
- racist, homophobic, or sexist language or behaviour;
- swearing or ‘cursing’;
- fighting, even ‘play-fighting’;
- spitting water;
- picking up and carrying each other;
- being shouted at;
- refusing to carry out reasonable requests e.g. to begin or complete their learning tasks.

We do accept:

- the right to put your case reasonably, i.e. without shouting, insulting hurting or humiliating;
- that we sometimes need help to resolve conflicts;

Appendix B

HOUSE SYSTEM

In Key Stage 2 we have a House System, which has the following aims:

- to reinforce positive attitudes that children have to school and classroom life and to encourage everyone to contribute positively;
- to celebrate achievements so that all can feel they are succeeding in different ways;
- to encourage a sense of team spirit and collaboration.

The House System gives the opportunity for pupils to work together across the age ranges in a variety of activities e.g. Assembly Sports Day, fund-raising activities.

Organisation

When allocating children to Houses, the staff will attempt to ensure a spread of abilities and skills in all aspects of school life.

The Houses and colours are as follows:

Elgar	green
Mozart	red
Tchaikovsky	yellow
Vivaldi	blue

House points are awarded, only one at a time, in relation to the following aspects of school life:

- good work in any area of the curriculum;
- improved performance or evidence of children ‘trying hard’;
- good approach to work/application/concentration;
- helpfulness to all adults and children within the school community (including visitors);
- using initiative in any area;
- kindness to others;
- sensible conduct in class or around the school;
- good collaboration with others.

- House points may be awarded to individuals, groups or whole classes.
- House points cannot be taken away once given. Alternative sanctions will be used where necessary.
- Staff will ensure that House points are awarded across the above full range of possibilities to ensure that all children have equal access regardless of their individual strengths.
- Records of House points awarded will be displayed by staff in each classroom.
- House points will be awarded and collected over each half-term and the House with the greatest number **at the end of that term will be awarded the School Cup in Collective Worship. The cup will be put on display in the school hall with a ribbon.**

Name of Child: _____

Contract: To put things right following an incident

Pupil(s) involved: _____

Date: _____

Member of staff: _____

Subject: _____

Place where incident occurred: _____

Summary of what happened:(completed by staff) _____

What I was thinking and feeling: _____

How to put it right: _____

Sanction:

Time Out of the classroom (Cooling Off Period)

5 minutes 10 minutes 20 minutes When requested

Other _____

This matter has been resolved. This form will not be sent home.

Parent to sign and return to school

Following the incident mentioned above your child reflected on what happened and agreed about how to put things right. Unless you hear otherwise please assume that your child has followed this agreement and has now put things right, therefore, please do not reprimand them for this incident. If you would like to discuss this matter further please contact the member of staff listed in the top section of this sheet.

Parent Signature _____ Date _____

Contract: To put things right following an incident

Pupil involved: _____

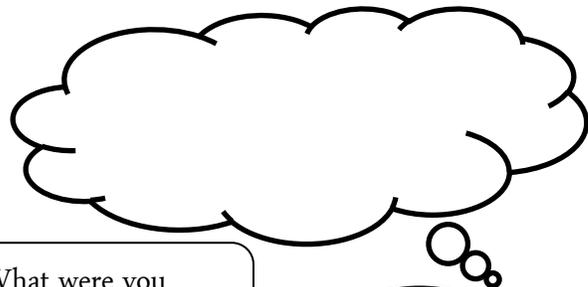
Date: _____

Member of staff: _____

Subject _____

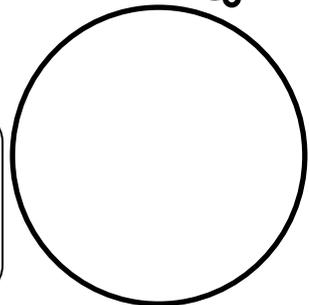
Place where incident occurred: _____

Write or draw what happened



What were you thinking about?

How did it make you feel? Draw your face

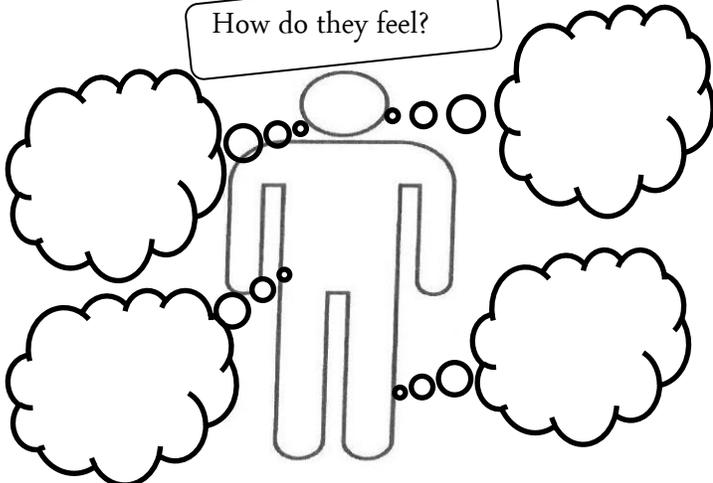


Who has been affected?

How do they feel?

What do you need to do to make things right?

Blank area for writing the answer to the question above.



Sanction: Other

Time Out of the classroom (Cooling Off Period)

Parent to sign and return to school
Following the incident mentioned above your child reflected on what happened and agreed about how to put things right. Unless you hear otherwise please assume that your child has followed this agreement and has now put things right, therefore, please do not reprimand them for this incident. If you would like to discuss this matter further please contact the member of staff listed in the top section of this sheet.

Parent Signature _____ Date _____

Appendix D

MEETING WITH PARENTS/CARERS
Requested by Classteacher/Parent (delete as appropriate)

DATE:

PRESENT:

REASON FOR MEETING

PARENTS/CARERS COMMENTS

(may include what they thought at the time they found out about incident, what they felt and what they have thought since)

AGREED OUTCOMES TO PUT THINGS RIGHT

Parent Signature

Staff Signature

Appendix E

Procedures to be used by Headteacher, Deputy or senior teacher in charge when dealing with most serious behaviour.

- Listen carefully to the child/children (using the restorative script).
- Offer the 'injured' child support.
- Write an account of the incident from the perspective of the child/children concerned, children will sign the account.
- In the case of older children, the child who has been bullied/abused should record the events in writing.
- The child who has bullied or abused should also record the events in writing.
- The Headteacher (or senior teacher) then clarifies to his/her satisfaction what has happened and makes a note of that.
- All copies will be kept on file in the Headteacher's office
- Appropriate ways to restore the relationships are agreed e.g. writing an apology, making reparation during play.
- Talk to the child who has bullied/abused to put themselves in the other person's shoes. Explore with both children how they could have dealt with the situation differently.
- A copy of the incident and the action taken will be shown to the parents of all the children concerned.
- The details of the incident will remain confidential to the school and the parents unless further disciplinary action is necessary (i.e. in the event of an exclusion).

Involving parents in the procedure

- The Headteacher, Deputy Headteacher or Senior Teacher will ask to meet the child's parents in order to discuss the incident and any further action (they may use restorative scripts in these meetings). At this meeting, where notes may be taken, they will advise the child's parent/s that the primary aim is to restore relationships and put things right, However, if the agreement is not followed, a variety of sanctions including the possibility of exclusion will be considered.
- A letter will be sent to confirm any actions agreed.
- In the rare event of an extremely serious incident e.g. physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures will be considered.

Additional Points

- It is particularly important to ensure the agreement to restore relationship (or if this fails the sanctions) are fair and appropriate and to ensure that particular groups of children are not inadvertently discriminated against.
- It is important that we give praise for all achievements – including positive social behaviour, kindness and caring between children.
- It is important that together pupils/teachers devise some way of rewarding non-violent behaviour.
- It is vital that these procedures are understood by all adults in the school, by children and by parents. In order to achieve this, these are placed in the school prospectus, the staff handbook, the Teachers' Assistants' handbook, the Midday Supervisors handbook and are communicated to children at the beginning of each year.

Appendix F

Effective strategies for the management of pupils

We utilise strategies at different levels in order to manage our classrooms so that they are positive environments for successful learning. We aim to do this in a fashion that does not disturb the flow of the activities in the class for other children.

We use all strategies assertively, not aggressively.

Using fairly indirect means of influence through:

- appropriate ignoring;
- eye contact;
- eye contact with facial expression;
- eye contact with a slight shake of head;
- showing the child you are waiting (for child to return to task);
- using humour (sarcasm is never to be used);
- praising children who are on task;
- hand signals to represent behaviour required, e.g. stop, quiet;

Using more direct means of influence through:

- going closer to the child/group
- using a non-verbal signal (eg. clapping)
- saying the child's name (using tone of voice to show intentions)
- clarifying the task and encouraging the child;
- drawing the child's attention back to the task;
- checking the child is clear about the task and has the necessary resources;
- checking the child's conceptual understanding of the task;
- asking the child questions about their learning;
- regularly contacting and checking;
- asking the child to change behaviour;
- broken record technique.
- discussing with the child, asking the child to think of a strategy, including the possibility of moving;
- moving the child's name on visual behaviour chart

Clarifying the situation through direct communication and carrying out consequences within the classroom through:

- telling the child what behaviour is required and warning child of consequences of continuing;
- changing the child's group, partners or places or activity;
- isolating the child within the class;
- missing play in order to do work at playtime (if appropriate to the child's age and stage);
- moving the child from the activity, i.e. time-out of the classroom with sheet and partner class;
- sending the 'Contract to put things right' to the parents (copy to Class Behaviour File);
- meeting with parent/s informally;
- meeting with parent/s formally.

Appendix G



Behaviour Faces Scale

Outstanding Behaviour (Behaviour recorded)

Good Behaviour

Expected Behaviour

Warning (Given after a first verbal warning)

Final Warning (with possible sanction)

