

ST. ANDREW'S C. OF E. PRIMARY SCHOOL



BEHAVIOUR POLICY

'Growing and Learning Together with God'

At St Andrew's we believe in promoting a high standard of behaviour through positive attitudes, praise and reward. All our children are encouraged to treat adults and other children with courtesy and parents are asked to support the school in this. We recognise that management of behaviour is developmental and must respect individual children's level of understanding and maturity.

Aims

- For pupils to be confident and have respect for themselves, others and their environment.
- To develop the pupil's sense of self discipline and acceptance of responsibility for their own actions.
- To create an atmosphere where effective learning takes place.

Objectives

- To support our pupils with their individual needs.
- To be firm, fair and consistent when dealing with situations.
- To promote positive behaviour with clear boundaries and clear expectations.
- As adults, to provide positive role models and examples.
- To establish and maintain clear, supportive communication between school, parent and pupil.
- To support all staff in dealing with inappropriate behaviour through training and clear organisation.
- To employ effective strategies relevant to the needs of the child.
- To include parents whose children's behaviour is inappropriate as part of the support team.

Organisation

The school will encourage, promote and support appropriate behaviour by:

- A strong emphasis on being part of a Church School and promoting core values and the beliefs of the Christian faith
- A strong focus on social, moral, spiritual and cultural awareness and understanding
- A strong PSHCE curriculum
- Publishing and being committed to a Home -School - Pupil agreement.
- Praise
- Visual displays in class (e.g. Traffic Light System, class contracts, class ticks, etc.)
- A visit to the Head Teacher/Deputy Head Teacher and other colleagues
- Liaison with parents and carers
- Stickers, stamps and house points displayed in class
- The use of Class Dojo to share and celebrate success and positive choices
- Attendance at Golden Time between 2:45pm and 3:05pm on a Friday
- Weekly Merit Certificates in assembly
- Termly certificates to recognise high achievement, co-operation and improvement
- Class ticks and collaborative acknowledgements and rewards
- Highlights and comments on positive behaviour through on-going discussion, open evenings and annual written reports
- In individual cases, special rewards and systems may be employed after discussion with the Deputy Head Teacher, SENDCo and Head Teacher.

School Core Rules

1. We show respect at all times
2. We always try our hardest

Where a pupil shows inappropriate behaviour, situations will be dealt with in a fair and appropriate manner by:

- Immediate recognition of inappropriate behaviour and reinforcement of the expected standard, within class and on the playground (Appendix A - Green).
- A minor penalty, where possible, relevant to the offence, e.g. time out in a different classroom, time out on wall in playground, (Appendix A - Amber).
- Children may be sent to another classroom for some time out or to complete unfinished work. In this instance, the child must be clear about where he/she is expected to go and what he/she is expected to do. The person teaching the other class must also be made clear of what the expectations are. In KS1 a TA may accompany the child, in KS2 the child may be asked to go to another class on their own. If needed, another child may accompany them or a note may be sent to explain the situation. A sand timer may be used to support the time out.
- A more serious penalty, e.g. timeout with member of SLT, (Appendix A – Red).
- Pupils will begin each lesson on a green card. They will progress through the stages as appropriate (see Appendix A) and class teachers will record the numbers of ambers and reds.
- More serious behaviours will result in an automatic red card (Appendix B).
- During a Time Out with a member of SLT, pupils will reflect on the behaviour that led to this using a reflection sheet (Appendix C)
- In the event of very serious behaviour, the child may receive an internal exclusion where they will be required to reflect on their behaviour (Appendix D) and complete work away from their class.
- Inappropriate behaviour on the playground is recorded on behaviour slips by SMSAs along with any consequences received (Appendix E) and followed up by the class teacher where necessary.
- All incidences where a child has received a red card will be recorded in the class Behaviour Logs (Appendix F), with details of the incident, the follow up action and the adult who dealt with it.
- Where a child has received a red card, the parents will be informed by the class teacher.
- The child will repeat or complete work where inappropriate behaviour has affected the required standard of work.

It is the responsibility of all staff to follow and implement the Behaviour Policy. Staff will investigate all reports of inappropriate behaviour before choosing a course of action and will refer to more senior staff if necessary.

There will be occasions where informing and working with parents is vital to the development of the pupils behaviour.

When dealing with on-going inappropriate behaviour, the following strategies will be used, when appropriate:

- Informally talking to the parent before or after school. Discussion should be around the incident rather than the child. Avoid labelling children and using derogatory words, e.g. naughty boy. All conversations must be recorded on a Parent Discussion Sheet (Appendix G)
- Further discussion with the parent, involving the Deputy Head, SENDCo and/or Head Teacher. On this occasion, a Behaviour Contract will be completed by the class teacher and signed by all parties involved (Appendix H) and a weekly report will be completed to note behaviours and provide an overview of concerns and occurrence (Appendix I) for an agreed period of weeks.
- A formal discussion with the Head Teacher and SENDCo to review observed behaviour

Throughout all dealings with pupils, the necessity for support and action from recognised agencies will be discussed and initiated if necessary. In exceptional circumstances a child may be internally excluded from class for a period, or excluded from school for a period or permanently excluded by the Head Teacher. In such cases the school will follow guidance in DfE document Exclusion from maintained schools, academies and pupil referral units in England September 2017 (REF: DFE-00095-2017)

Bullying

We firmly believe that this type of behaviour is wholly unacceptable. Please see our Anti Bullying (including racist incidents) policy for details.

Equal Opportunities

The standard of behaviour expected is common to all pupils. All pupils will be dealt with fairly and supportively regardless of gender, ethnicity, physical and mental ability. (Please see the Equality Policy and Plan).

Special Educational Needs

The individual needs of the child will be taken into account when dealing with all specific incidents and when identifying the appropriate strategies to adopt.

Staff Development

All members of the school community will be given access to training concerning the positive management of pupils, including the use of different curriculum resources, strategies, frameworks and current best practice, to promote and support appropriate behaviour.

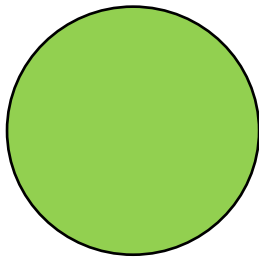
Monitoring and Evaluation

The adopted strategies and their usage will be monitored by staff, senior management and Governors. This will be done through meetings, analysis of Behaviour Logs, targeted questioning and feedback from pupils and parents. Each week the Deputy Head will collect and analyse the Behaviour Logs and provide feedback to all staff and Governors. The school council will report children's views on behaviour annually. The School Council will be required to report annually on both policy and practice. The Behaviour Policy will be evaluated as part of the policy review cycle and amended as appropriate. It will be reviewed and amended in line with Government Legislation.

Appendix A

St. Andrew's CofE Primary School Traffic Light Behaviour System

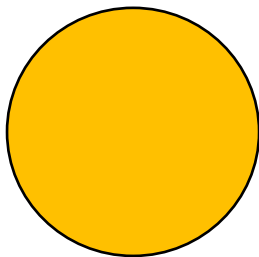
The staff and children of St. Andrew's CofE Primary School have a right to work, learn and play in a safe and happy environment, without fear, intimidation, disruption and discrimination. All staff and children have a responsibility to act in a manner which allows other to do this. Therefore the following Traffic Light System will be used to support and promote good behaviour.



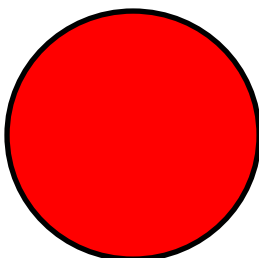
Well done, you are working well and keeping on task!

If you are not making the right choices, then an adult will give you a verbal warning and remind you of the school rules. They may also;

- Ask you to move to a different seat
- Remind you of your choices and consequences



If you continue to not make the right choice then you will be given an amber card and will be sent to another class to complete your work. When you return to class, you will stay on the amber card to remind you to work carefully and continue to try your best.



If your behaviour does not improve after the amber warning, then you will be given a red card. This will mean a 15 minute Time Out with SLT to fill out a restorative justice sheet, an entry in the behaviour log and a phone call home. Certain specific behaviours will result in a red card straight away. These include deliberate violence, racist or verbal abuse, use of swear words, walking away from an adult or refusing to go on time out.

Children who achieve 95% or more green cards (and no red cards) over the course of the week will attend Golden Time on Friday afternoon between 2:45 and 3:05pm.



The following behaviour are **SERIOUS** incidents which will **NOT** be tolerated and will result in an instant red card:

- Deliberately instigating arguments which result in disruptive behaviour – indoors (lessons and transition) or outdoors (PE and plays/lunch breaks)
- Defiance towards adults
- Spiteful provocation of peers
- Unsafe behaviours – to self and others
- Bullying or intimidation of others
- Instigation of violence towards others, including when thought to be 'fun'
- Refusal to take responsibility
- Lying and/or wasting time when adults are trying to retrieve the truth
- Refusal to complete learning
- Refusal to follow instruction (one repeat allowed)
- Purposely disrespecting/damaging property, including personal belongings
- Interference with systems which are for adult use (e.g. rewards/sanctions, things on teachers' desks)
- Racist or discriminative language or behaviour
- Use of foul language (including public use under-breath and towards others)
- Answering an adult back
- Disrespect or sarcasm towards an adult
- Challenging an adult to be accountable ('why' questions)
- Being in an area of the school without adult permission
- Not wearing full school uniform and school shoes (without prior agreement with parent by head teacher/deputy head teacher)
- Deliberately doing something after an adult has asked you not to

Appendix C

What is the value for this half term?

Why did you have a time out with SLT today?

What do you think and feel about that?

Who has been affected by your actions and how?

What will you do differently next time to ensure you don't get another detention?

Appendix D

What is the value for this half term?

Why do you have an internal exclusion today?

What do you think and feel about that?

Who has been affected by your actions and how?

What will you do differently next time to ensure you don't get another detention?

Appendix E



Behaviour Slip

Pupil's Name..... Class.....

Poor Behaviour Choice	Actions	Date and time
Where did incident take place?	Reported to:	Staff member



Behaviour Slip

Pupil's Name..... Class.....

Poor Behaviour Choice	Actions	Date and time
Where did incident take place?	Reported to:	Staff member

Appendix F



Pupil's Name..... Class

Poor Behaviour Choice	Actions	Staff member and date

Appendix G



Parental meetings

Date/ Meeting requested by	Pupil Name	Parent name / Teacher name	Concern
Actions, support and advice given.			

Date/ Meeting requested by	Pupil Name	Parent name / Teacher name	Concern
Actions, support and advice given.			

Appendix H

Behaviour Contract

Reason for Contract

.....
.....

People

St Andrew's C of E Primary would like

.....
to be involved with this contract so that they are fully aware of the behaviour
..... is aiming for.

Behaviour Targets

..... is going to aim for these targets in order to improve his/her
behaviour.

.....
.....

When the Targets are Achieved

.....
.....

Unacceptable Behaviour

We agree that the following are unacceptable:

.....
.....

If the Unacceptable Behaviour Continues

.....
.....

Review

This contract will be reviewed inweeks

Signed:
Child *Parent/Guardian*

.....
Teacher *Head Teacher*

Date:

Appendix I

Weekly Report

Name:

Date:

	Morning	Lunch	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Appendix J

Amendments due to Corona Virus Pandemic

In the event of school reopening during Corona Virus pandemic the following amendments to the Behaviour Policy will apply:

- Pupils in returning year groups will create a social distancing charter, with guidance from the group staff member, which will be displayed in the classroom.
- Groups will be created on Dojo relating to smaller groups.
- A 'Good Social Distancing' Dojo will be created.
- Teachers will follow the Traffic Light system alongside the Social Distancing Charter.
- Amber cards – children will complete 5 minute time out in a visible place outside the classroom (not in the corridor unless raining). Teachers may need to clear window space to ensure visibility.
- Red cards – pupils will complete 10 minute time out in a visible place outside the classroom. Reflection sheets will be available in classrooms for completion at tables after 10 minute time out has finished.
- In the case of pupils repeatedly flouting social distancing rules (particularly in older year groups), the group teacher will contact parents by telephone to discuss the situation.

Changes to Behaviour Policy have been made in line with Government guidelines, further details of which can be found at the following link: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>.

These changes will be enforced until the Government announces a return to normal schooling.