

St Peter's Anglican/Methodist V.C Primary School



Unlocking our potential for life - long learning

Behaviour Management Policy

School Address	Bank Road Pilning South Gloucestershire BS35 4JG
School Contact Number	01454 631137

1. Introduction

A high standard of behaviour is expected within the school community so that teachers can teach effectively and children can maximise the learning opportunities provided for them.

Our expectations of behaviour are underpinned by the values of our individual faith. Our children are encouraged to develop a reflective spirituality which will give them the resilience, resourcefulness and empathy to face the challenges of a changing world.

The school values of Respect, Friendship, Courage, Happiness and Success were created by the children and Governors, recognising the individual needs for social, moral, spiritual and cultural developments as well as academic. The values permeate throughout the school on a daily basis through discussions and Collective Worship. They inform and are a reference point for everyone whenever any aspect of behaviour is being discussed.

2. Purpose

- To ensure that children have the opportunity to learn without excessive disruption.
- To ensure that teachers can organise learning without teaching time being lost through poor behaviour.
- To provide a safe, calm and secure environment for learning.
- To promote self-discipline, self-control and responsibility.
- To recognise and celebrate good behaviour.

3. Principles

Guidelines:

- The school will operate a behaviour programme which positively reinforces good behaviour whilst marginalising disruptive behaviour.
- The system aims to produce a positive self-image in the child.
- School rules and values will be clear, positively phrased and discussed regularly via assembly and circle time.

- The system of rewards and sanction will be consistently applied by all staff.
- Parental support will be sought through the Home-school agreement.

Around school:

- Children are expected to walk quietly around the school building.
- Assembly is a time for whole school reflection and children will be expected to enter and leave the hall quietly.
- During PE, noise should be kept to a level where the teacher can give an instruction without raising their voice.
- At the end of break and lunchtimes, children are expected to quietly line up.
- All staff are expected to take corporate responsibility for behaviour around the school and inappropriate behaviour should be consistently challenged.

In class:

- Lessons will begin promptly at the published times.
- Children should move around the class quietly and sensibly.
- The children must be trained to listen attentively.
- The children should stop and listen immediately when asked to do so.
- Children will be told the level of volume expected during a lesson e.g. silence, quiet discussion etc.

4. Detail of the policy

Rewards:

Rewarding positive behaviour both improves a child's self-image and demonstrates to all that this behaviour is valued by the school community.

Individual – to celebrate individual effort & success:

1. Star of the Week – awarded for outstanding effort either in learning or attitude and recognised during Friday's Celebration Assemblies
2. Progression up the behaviour ladder from "Ready to Learn" to "Shining Role Model" to "Superstar Student- (each "rung" carries a House point award) to "Hall of Fame" with individual pupil's photograph on the monthly Hall of Fame board, followed by tea and biscuits with the head teacher and a group photograph posted on the website monthly. (See Appendix 1)

House – to reward team behaviour:

House point given as spot reward, including lunchtime/ playtime behaviour. Winning house get awarded house trophy at the end of each week during the Celebration Assembly.

Sanctions:

Stepped sanctions aim to highlight inappropriate behaviour whilst giving the child the chance to conform to the school rules

First: child reminded of the school's Golden Rules if child looks like they may break it.

1. Verbal warning '*I am giving you a verbal warning because...*'
2. Progression down the behaviour ladder from "ready to learn" to "Stop and Think" to "Time Out" (child takes work to a safe place outside of classroom or to another class) to "Consequences" (Child will miss part of morning break or lunchtime and will be sent to Head Teacher where the behaviour is discussed and recorded in the HT behaviour log)

Lunchtime/ Playtime Sanctions:

First: child reminded of the school's Golden Rules if the child looks like they may break it.

1. Verbal warning '*I am giving you a verbal warning because...*'
2. Time out to calm down – 5 minutes on a bench to calm down and reminder of rule broken.
3. Sent in for remainder of lunchtime – HT discusses behaviour with child and notes in behaviour log.

Severe Behaviour Clause:

If a child engages in any of the following severe behaviours, the above stages will be bypassed and the child will be sent straight to the head teacher:

- Racial abuse
- Verbal abuse or swearing at an adult
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.
- Persistent disobedience or destructive behaviour.
- Deliberately bringing items which could endanger others onto the school campus.

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Head teacher (or, in his/her absence, the Deputy Head, then the next most senior member of staff) and a clear account of what has occurred given. The Head teacher will investigate whether or not the offence is deemed to warrant the following steps:

- The Head teacher will investigate by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers
- The Head teacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and recorded in the Behaviour Log Book.
- Parents are invited to discuss the incident with the Head teacher and/or class teacher.
- They will be informed that any repetition of the offence will result in the child having an Individual Behaviour Plan.
- Child's needs will be discussed with SENCO/ Family link worker and parents will be offered support and the completion of a SAF considered.

- If the behaviours demonstrated continue to jeopardise the educational/ social outcomes for the child/ their peers, the child will be issued with an Individual Behaviour Plan (IBP). This will be written in consultation with the class teacher, parent, child and Inclusion Co-ordinator. Parent will be given a copy of this policy and the action plan.
- If not completed already, parents will be asked to complete a SAF with the SENCO or Family Link Worker to explore the issues and plan interventions.
- If the child's behaviour results in a single serious incident, the child will be excluded from school for between 1-15 days (usually no more than 5 days), in accordance with LA and DFE regulations. The Chair of Governors will be informed, who will convene a Behaviour panel. All Governors will be informed at the next available Governors meeting. Parents will be informed of the exclusion using a variation of the standard DFE letter. On returning from fixed-term exclusion, the child and their parents will attend a reintegration interview with the Head teacher to establish actions to avoid a recurrence. However, the Head teacher may choose to use 'internal seclusion' (child attends school but is separated from other children) for between 1-5 days, where the behaviour is deemed to relate to persistent, lower level disobedience.
- By now the Special Needs Code of Practice will have been implemented and consideration will be given for referral to the Educational Psychologist or Behaviour Support Team if this has not already occurred.
- If there is a risk of imminent escalation which could lead to further exclusions, a 'Team around the child' (TAC) meeting will be arranged where all relevant agencies will be invited to share information and discuss possible strategies to improve outcomes.
- Where the child's behaviour is presenting serious challenges to their own safety or educational development, that of their peers or the health and safety of school staff; at this point the child is at imminent risk of permanent exclusion.
 - The Pupil will receive a further fixed term exclusion of between 1-15 days.
 - Any exclusion longer than 5 days will involve the school organising alternative provision either within another local school or via a recognised private provider.
 - Upon return, the child, parent and Head teacher will meet to agree a behaviour contract aimed at identifying the critical behaviours being demonstrated and strategies for avoiding them.
 - Parents will be informed, in writing, that a further serious incident could lead to Permanent Exclusion.

Subsequent offences, which are not resolved by the actions taken above and which clearly put staff and/or children at risk of constant mental or physical harm, or the buildings and equipment of destruction or damage can result in only one outcome: permanent exclusion. This is to be considered as a very last resort, and it may be that further short-term exclusions are first appropriate.

- a) The LA will first be contacted by the Head teacher and the case discussed prior to the final decision being made.
- b) Parents will be contacted by phone and then the Head teacher's decision to exclude will be confirmed in writing within 1 working day. This letter will explain the appeals procedures.

- c) The Chair of Governors will be contacted and asked to inform the Exclusions Committee, ensuring that no prejudicial information is given.

The formal Permanent Exclusion procedure will then begin as described in S Glos. LA 'Guidance on Permanent Exclusion'.

5. Reason for Re-Issue

This policy will be reviewed by the Full Governing Body in line with the overall policy timetable which is every two years.

Date	Reason re-issued	
December 2016	Template issued to standardise format of policies	

6. Policy Agreed:

Chair of Governors Date.....

Head Teacher..... Date.....

Version 01/2017	Date
Taken to FGB	19.01.2017
Adopted by Governing body	08.03.2017
Next Review Date	March 2019

Appendix 1

Behaviour ladders & SMART Golden Rules:

All classes have a 'behaviour ladder' with children's name on pegs. Children can move their peg up or down the ladder (when told by teacher or teaching assistant) based on their behaviour, reflecting our SMART golden rules (these are displayed in every class):

Supportive Motivated Aspirational Respectful Thoughtful

Children receive the following consequences based on reaching the various parts of the behaviour ladder:

Golden hall of fame*	3 further house points, send to head teacher for sticker and to put their 'star' photo on the 'Golden Hall of Fame' display board
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Superstar student*	2 further house points
Shining role model*	1 house point
Ready to learn	No consequence as this is the expected standard – often children will remain on this level and this is the expected standard
Stop & think	In class consequence (e.g. moved in class, miss part of break etc.)
Time out	Sent to partner class (all classes send to class above, class 6 to head/deputy) – possible further consequence (e.g. miss part of break)
Consequence	Send to head teacher and phone call home– possible further consequence (e.g. miss part/whole of break)

*Positive consequences/rewards should be taken immediately (do not save up until end of session or day)

Everyday all children start afresh on ‘Ready to learn.’