


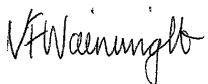




St Mary Magdalene C of E School
with
Christ Church C of E Primary School

PRIMARY BEHAVIOUR POLICY

This policy was:	Written in	September 2012	
	Updated in	August 2018	
	Review date	July 2019	
	Approved by	Dr P Gregory	Mrs J Eastaugh
		Co-Chairs of Governors	
			
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Federation Co-Headteachers			
			

AIM OF OUR BEHAVIOUR POLICY

To create a caring, secure, safe and stimulating learning environment, in which every pupil and adult is valued and recognised as an individual and is encouraged to develop a positive self-image, showing consideration and respect for others

OBJECTIVES

- To achieve the highest standards of co-operation and pupil self-esteem in order that effective teaching and learning can take place.
- To establish a code of conduct and rules in keeping with the Christian ethos of the school.

HOW WE CAN ACHIEVE OUR AIM AND OBJECTIVES

- Acceptable standards of behaviour must be encouraged and maintained **by all school staff at all times.**
- All staff, particularly class teachers must have high expectations of pupils and be explicit about behaviour, routines etc at the start of each academic year. These must be reviewed each term.
- Good practice in the classroom regarding relevant, differentiated activities should be supported by effective classroom organisation.
- Pupil success and achievement should be acknowledged. We should praise far more than we censure, whilst ensuring that praise is always earned and justified.

POSITIVE RE-ENFORCEMENT

Every opportunity should be taken to acknowledge acts of courtesy, kindness and consideration demonstrated by pupils. All members of the school community must model this courtesy and kindness at all times.

Each class will have their own reward systems, which may include stickers, notes home.

All staff should also use green cards and house points.

SCHOOL RULES AND CODE OF CONDUCT

We have one common rule which should be followed in order that everyone can work happily together:

Do unto others, as you would have them do unto you.

i.e. All pupils and staff should treat one another with courtesy and respect as they would expect to receive themselves.

We have six golden rules which cover all aspects of school life:

- Do be gentle – don't hurt anybody
- Do be kind – don't hurt people's feelings
- Do be honest – don't cover up the truth
- Do work hard – don't waste time
- Do look after property – don't waste or damage things
- Do listen to people – don't interrupt

OTHER GENERAL RULES ARE ENFORCED FOR HEALTH AND SAFETY REASONS:

- Walking only when inside the building
- Keep to the left in single file when moving around the building, including on the stairs
- Access for pupils to classrooms, group rooms and all storage areas is allowed only with an adult present
- Pupils are not allowed in classrooms unattended, unless they are over 10 years of age and have permission from an adult

REWARDING POSITIVE BEHAVIOUR

In class:

Each class teacher may have their own reward system for their class which must always be consistent and run alongside the golden rules. Teaching Assistants who run group and individual interventions may also have their own rewards for positive behaviour in these sessions.

Across the campus:

Green cards: Pupils who have completed exceptional pieces of work may be given a green card to show to a member of the leadership team. Pupils are awarded with a sticker or certificate for this.

House Points: At each primary campus there is a House Team system where every pupil is a member of a House. House points can be awarded by any member of staff for positive behaviour or co-operation. House points are collected every week by the House/Vice Captains and the results are announced during the Friday Celebration Assembly.

Golden Child: Each week staff in each class will be asked to nominate a child who has followed all the Golden Rules throughout the week and deserves to be awarded the 'Golden Child' Certificate. A certificate will be awarded to this child during the Friday Celebration Assembly.

Value Child: Each week a child from each class will be chosen as Value Child of the week. This will be for displaying qualities relating to our Federation Value of the half term e.g. unity, harmony, compassion. A certificate will be awarded to this child during the Friday Celebration Assembly.

Enrichment time: At the end of each week all pupils are rewarded with 40 minutes of Enrichment Time. Enrichment time takes place every Friday between 2:20pm- 3:00pm. Pupils are given the opportunity to take part in a range of structured activities which are not normally offered on the main school timetable, e.g. art and craft activities, cookery, extra sports sessions.

Minutes from a pupil's Enrichment Time can be deducted if inappropriate behaviour is displayed (refer to Consequences Pathway below). If pupils who are missing Enrichment Time are not acting appropriately the teacher may phone the leadership team who will take the pupil to an office to miss their time.

MAKING THE RIGHT CHOICES

As a Federation we strive to equip our pupils with the strategies to make positive behaviour choices at all times so that they can get the most out of their learning and have a positive school experience. As a staff team, we should always be using the language of 'choice' with pupils when they are displaying behaviour that goes against our aims and objectives, giving pupils the opportunity to reflect on their behaviour and consider the potential consequences.

RESTORATIVE JUSTICE APPROACH

The principles of restorative justice underpin our support for all pupils. In summary, if wrongdoing has taken place, then both the perpetrator and the victim(s) deserve the opportunity to talk through what has happened. An adult will facilitate the pupils to decide together what is needed, including consequences as appropriate, to rectify the situation.

INAPPROPRIATE BEHAVIOUR DURING LESSON TIME

We recognise that there are times when a pupil's behaviour is inappropriate and impacts on their own learning and/or the learning of those around them.

We have defined inappropriate behaviours into two categories:

- Silly inappropriate behaviour.
- Serious inappropriate behaviour

These lists are not exhaustive and adults must use their discretion when deciding if a behaviour not listed above is classed as a silly or serious inappropriate behaviour.

SILLY INAPPROPRIATE BEHAVIOUR DURING LESSON TIME

Silly inappropriate behaviours are defined as those which intentionally interrupt the pupil's learning and/or the learning of others. This includes when children are taking part in learning outside of the classroom – e.g during swimming lessons or when on educational visits.

We have a behaviour tracking sheet to record silly inappropriate behaviour:

Silly inappropriate behaviours could include:

- Repeatedly talking when you've been asked to work silently or when an adult is speaking
- Fidgeting unnecessarily when being taught
- Flicking pencils or rulers
- Inappropriate laughing or singing
- Repeatedly annoying others to get a reaction
- Intentionally not working at your full capacity
- Repeatedly getting out of your seat at inappropriate times
- Repeatedly calling out inappropriately
- Being rude or disrespectful towards another pupil or an adult

All staff need to consider whether consequences are appropriate when considering a child's special educational needs.

Consequences Pathway

Before issuing a consequence, teachers should remind children of the positive behaviour expectations and the pathway children could find themselves on should they choose not to display positive behaviour that is expected.

Where a teacher deems it necessary to issue a consequence it should be made clear to pupils why they have received it and which number they have reached on the consequences pathway. Teachers should issue one consequence at a time.

Behaviour tracking sheets should be completed as follows:

- 1st consequence: circle number 1
- 2nd consequence: circle number 2
 - Pupil will miss 5 minutes of their Enrichment Time. In KS1 the tracking sheet starts again in the afternoons however, KS1 pupils should only miss a maximum of 5 minutes a day of their Enrichment Time
- 3rd consequence: circle number 3
 - Pupil is given a yellow card and sent to spend 10 minutes in partner/adjacent class
- 4th consequence: circle number 4
 - Pupil is given an orange card and sent to the Senior Leadership Team (SLT) office who will place the pupil in another class for the remainder of the lesson. The class teacher must provide work for the pupil to complete
- 5th consequence: circle number 5
 - Pupil is given a red card and sent to SLT who will decide where they will stay for the remainder of the day

At the end of each week copies of completed behaviour tracking sheet should be given to a member of SLT who will monitor behaviour across the school.

A copy of the tracking sheet should also be placed in the class behaviour folder. The behaviour folder should contain an individual behaviour sheet for each pupil which should be used to record instances of inappropriate behaviour in class and Yellow and Orange cards. This information can be shared with parents/ carers when necessary. If a child receives 3 yellow cards in a week class teachers should speak to parents/carers and details should be recorded on the behaviour sheet. Red cards should be recorded on CPOMs.

Pupils in the EYFS and lower KS1 have their warnings deleted at the end of the morning session so they can start afresh in the afternoon.

Keeping children in at play and lunchtime

Where a child has not completed an adequate amount of work during the lesson, the class teacher may choose to ask them to remain in class to complete the work during playtime or lunchtime.

Pupils can be kept in for the whole period of playtime and at lunchtime for no longer than 15 minutes in KS1 and 25 minutes in KS2.

As year groups go into lunch at different times, it is the class teacher's responsibility to ensure the pupil's they have kept in to complete work have had their lunch.

Where teachers have kept children in to complete work during play or lunchtime, a note should be made on the pupil's sheet in the behaviour folder.

Should teachers find they are keeping children in to complete work on a regular basis, consideration should be given as to whether the work set is appropriate to the child's ability and whether other factors are preventing the pupil from completing the work during lesson time.

SERIOUS INAPPROPRIATE BEHAVIOUR:

Serious inappropriate behaviours are defined as those that pose a risk to health, safety and well-being of other pupils or members of staff.

Serious inappropriate behaviours include:

- Fighting
- Persistently arguing back or disrespecting adults
- Threatening or aggressive behaviour
- Bullying
- Stealing
- Persistently refusing to do what you are told
- Prejudice (including racism or sexism)

Any child displaying serious inappropriate behaviour anywhere in the school may be issued directly with a red card and sent to a member of SLT or may receive one of the consequences listed further down in this document.

Children who have been issued with a red card can expect the following to take place:

- Foundation Stage pupils will not return to class for the remainder of the session
- Key Stage One pupils will be out of class or half a day
- Key Stage Two will be out of class a whole day. If the incident occurs in the afternoon, the Leadership Team will determine whether the red card should be carried over to the following day.

Parents/carers will be contacted if a pupil displays any serious inappropriate behaviour. Staff will take into consideration any special needs of a pupil and extenuating circumstances when deciding what consequences to issue.

There are specific consequences for certain inappropriate serious behaviour, these are:

- **Swearing at any adult.**
The pupil could result in an external exclusion for a day.
- **Racist comments or behaviour.**
A Racist Incident Sheet will be completed and an appropriate consequence given.
- **Fighting or any intentional injury e.g. punching, scratching, kicking or retaliation to such:**
The adult will ask pupil/s to stop using the language of choice. Pupils will be split and sent to different areas of the room or playground. Pupils will be asked to complete an incident sheet.

If an adult needs to repeatedly ask pupils to stop and needs to physically restrain (if they have been authorised to use positive behaviour support techniques) they will complete the Bound and Numbered Book. Depending on the severity of the incident and age of the child a range of consequences may be imposed e.g. internal exclusion for a day (i.e. not allowed in class), exclusion from educational visits, external exclusion.

- **Lack of respect for other peoples' property, both that belonging to the school or an individual.**
Parents will be informed by the class teacher and the pupil will be charged for damage made.
- **Stealing**
Parents will be contacted and will be asked to meet with teacher to discuss the incident. Replacement of the object will be expected and an appropriate consequence given.
- **Bullying**
If children are involved in a bullying incident we will...
 - Meet those concerned individually listening to children's concerns.
 - Counsel both the offender and the victim to help them find positive ways of dealing with their difficulties.
 - Involve parents at an early stage.
 - Please also see our Anti- Bullying Policy
- **Offensive weapons, alcohol and drugs in school**
Following a full investigation pupils may be excluded for possession of these items in school. Depending on the circumstances this could be a permanent exclusion.
- **The use of ICT to deliberately upset others** (see e-Safety Policy).

Recording of Serious Incidents

When defusing and dealing with a serious incident the pupils involved, including those involved will be asked to complete an incident sheet. On these the actions of the adults will also be recorded. For class based serious incidents a note will be made in class behaviour folders which will be spot-checked by SLT.

When a senior member of staff has spoken to a parent/ carer about a pupil's involvement in a serious incident the conversation will be recorded on a parent consultation sheet and kept in the child's main file in the office.

INAPPROPRIATE BEHAVIOUR DURING PLAY AND LUNCHTIME

We recognise that there are times when a pupil's behaviour is inappropriate and impacts on their own enjoyment during play and lunchtime and the enjoyment of others.

We have defined inappropriate behaviours into two categories:

- Silly inappropriate behaviour.
- Serious inappropriate behaviour

These lists are not exhaustive and adults must use their discretion when deciding if a behaviour not listed above is classed as a silly or serious inappropriate behaviour.

SILLY INAPPROPRIATE BEHAVIOUR AT LUNCHTIME

- Play fighting
- Interrupting other pupil's games/activities
- Playing in an undesignated area

SERIOUS INAPPROPRIATE BEHAVIOUR AT LUNCHTIME

- Fighting
- Persistently arguing back or disrespecting adults
- Threatening or aggressive behaviour
- Bullying
- Stealing
- Persistently refusing to do what you are told
- Prejudice (including racism or sexism)
- Repeatedly entering the building without permission

DETENTIONS

Detentions may be issued for inappropriate behaviour at play and lunchtime.

Lunchtime detention is for pupils who have displayed inappropriate behaviour at lunchtime, play time or before school.

If a child is doing the wrong thing at lunchtimes, they will need to be taken to the Senior Midday Supervisor (SMS) who will then decide if the child needs to be given a detention.

If a child is sent in from lunch or given a detention at the end of lunch, the teacher in charge of detention for the day or the SMS must give the appropriate number of detentions.

If a child is sent in from play or before school for their inappropriate behaviour the senior teacher in charge will decide the consequences. All detentions must be recorded on a detention slip including all the dates when children should be in detention.

Depending on the extent and seriousness of the inappropriate behaviour a guide to consequences is as follows:

INAPPROPRIATE BEHAVIOUR	NUMBER OF DETENTIONS
Dispute with other pupils	At least 1
Major argument with peers	At least 2
Rude to staff	At least 1, more if continuous
Repeatedly not refusing to do as asked	At least 1, more in refusing over a longer period of time
Breaking equipment	1-3 depending on damage/intent of damage (charge also made to parents)
Disruption in dinner hall	That day to calm down and if continued more
Losing temper	That day to calm down and if continued, more
Hitting or kicking someone	At least 2
A fight, stopped without adults	At least 3
A fight stopped only with adult request/intervention	At least 5 (If exclusion not needed)
Repeatedly entering the building without permission	At least 1

Please note, those with SEN difficulties will need special consideration when giving consequences.

Where serious inappropriate behaviour is displayed a member of SLT will inform the parent/carer.

If a child receives five detentions over the course of a term or ten detentions throughout the course of a school year a member of the leadership team will contact parents to discuss this.

EXCLUSIONS

Internal Exclusions

Pupils who display unacceptable behaviour which is deemed serious may be given an internal exclusion. The pupil will be excluded from class for a set amount of time and will not be allowed in the playground. They will be set work by the class teacher and will be supervised by a member of SLT. Depending on the severity of the behaviour the time spent out of class will vary from half a day to a full week. Parents will always be informed when this sanction has been issued to a pupil.

Federation Exclusions

Pupils who display unacceptable behaviour which is deemed serious may be given a federation exclusion. In these instances pupils will be expected to go to one of the other primary campuses for a set number of days. Parents are responsible for ensuring their child arrives at the designated campus at the appropriate time and is picked up at the end of the day. Pupils will be set work by the class teacher and will be supervised by a senior teacher. Depending on the severity of the behaviour the time spent at another campus will vary from a day to a full week. Parents will always be informed when this sanction has been issued to a pupil.

External Exclusions

These measures are only used in extreme circumstances of unacceptable behaviour and can only be imposed by Federation Co-headteachers or Campus Leader in consultation with other staff. Consultation with staff concerned will always take place, when possible and appropriate, prior to any exclusion.

A member of the leadership team will complete the necessary procedures regarding documentation for any exclusion. Teaching staff must set work for the pupil to complete at home, during the exclusion period. The amount of work set should reflect the length of time the pupil will not be in school. The Federation Co-headteachers or Campus Leader will arrange for its collection by the parent/carer. Teachers should keep a record of the work set and ensure it is returned completed when/if the child returns to school.

Repeated instances of inappropriate behaviour could lead to an internal lunchtime or break time exclusion or temporary fixed term exclusion at the discretion of the Federation Co-headteachers or Campus Leader.

Permanent exclusion may be given for extreme/serious one-off incidents OR after a series of fixed term exclusions.

Reintegration

Following a period of exclusion, a member of the leadership team will meet with the parent/carer and the pupil. This meeting will be to discuss the processes that will be put in place to ensure the pupil has a successful reintegration back into school. During the meeting, there will be an opportunity for the parent to make comments and for the child to say what they will do to ensure there is not a repeat of the behaviour(s) that

resulted in the exclusion. Targets will be set which will be monitored by the leadership team. **A reintegration meeting must take place before the pupil will be permitted to return to their class.**

The Governors 'Statement of Principles on Pupil Discipline and Behaviour' will also be referred to and adhered to when considering consequences for more serious behaviours. (See Appendix)

PARENTS/CARERS

Where incidents of unacceptable behaviour occur, the co-operation of the parent/carer is crucial. Parents/carers should be notified as soon as possible. They should be informed of the incident/s causing concern and what action the school has taken and any suggestions as to how they can support the school and their child. Depending on the incidents and their frequency, the class teacher would usually talk to the parent/carer. The Campus Leader or other members of the Leadership Team will be pleased to assist. They may be part of the discussion between teacher and parent or speak to the parent on the teacher's/school's behalf. This shared responsibility between home and school will offer the best support to the child whilst enabling the school to uphold the standards of behaviour it expects of its pupils. To ensure that all children are supported in reaching their full potential it is essential that the school and the parents support each other in the decisions that the school makes.

If any discussion with parents appears to be unproductive, then the meeting will be adjourned. If parent/carers become aggressive, abusive or intimidating, then the Federation Co-headteachers or Campus Leader may choose to ban the parent from the school premises. (It is very unusual for the above action to be necessary.)

TO SUMMARISE

The teacher, teaching assistant or midday supervisor should deal with all incidents of unacceptable behaviour according to this policy. Where there have been repeated incidents of the same nature then the parents/carers of any pupils causing concern should be contacted by the teacher. Meetings with the parent/carer to discuss the child's behaviour should be arranged recorded on the pupil's behaviour sheet.

A member of the Senior Leadership Team is always available to assist with pupils whose behaviour is unacceptable. When necessary, they will talk to the pupil at the request of a teacher and also meet with parents/carers. The Home School Link Worker is also available to mentor pupils in developing appropriate behaviour and talk to parents and offer advice.

Dated records should ALWAYS be kept of letters sent home and meetings/conversations with parents/carers.

We cannot list every type of unacceptable behaviour. Any behaviour that is contrary to the aim of our policy should be regarded as unacceptable.

In order to achieve our aim we must:

- Appreciate the range of emotional and behavioural difficulties which pupils may have
- Understand a pupil's specific area of difficulty
- Act in a positive and consistent way in order to help pupils form meaningful relationships
- Support pupils in developing their self-confidence and self-esteem
- Work as a team, with parents/carers, to ensure continuity of expectation and the maintenance of our standards
- Develop an awareness of parents/carers anxieties and concerns

Staff within the Koinonia Federation hope that by following this Behaviour Policy we will help achieve our mission of allowing every child to work towards their full potential in a caring, stimulating and happy environment.

APPENDICES:

1. Guidelines to Staff

APPENDIX 1: GUIDELINES FOR STAFF

Avoiding Problems

Observational studies have highlighted that teachers and teaching assistants who experienced few discipline problems were skilled at avoiding disruptive situations, rather than being expert at handling disruptive situations. The following adult behaviours were found to be useful in avoiding disruptive situations:

Preparation and planning

- Class work and homework had been regularly and thoroughly marked;
- Materials were readily available and in good working order;
- Work was thought to be appropriate to the ages, abilities and cultural backgrounds of pupils;
- The teacher grouped the pupils so as to avoid undesirable combinations;
- The teacher arranged seating plans so that difficult pupils were close to him/her;

Lesson Beginnings

- Teachers arrived on time to classes;
- The objectives of the lesson were conveyed to the pupils clearly and early in the introduction to the lesson;
- Lessons got off to a brisk and interesting start;

Addressing the Class

- Teacher gained silence when necessary;
- Teacher spent time thinking before speaking and giving instructions;
- Gave clear assertive instructions;
- Did not shout on a regular basis;

Momentum

- Lessons included a variety of activities and teaching methods;
- Pupils were given instructions on what to do next once an activity was completed (especially those who finished early);
- Teachers avoided introducing discussion and deflected questions about issues unrelated to the lesson aims and objectives;
- Use of praise when pupils behaved or worked in a manner thought appropriate by the class teacher;

Vigilance

- Scanning the class regularly;
- Moving around the class regularly;
- Positioning the pupils so that they can be seen easily at all times;
- Teachers responded promptly to issues that arose;
- Records of behaviour were kept;

Lesson Endings

- The end of the lesson was anticipated and enough time was allowed to bring the lesson to an orderly conclusion;
- The aims and objectives of the lesson were repeated;
- Pupils were given an indication of their level of success in meeting the desired outcome;

Consistency

- Rules and rewards should always be applied consistently and all adults who enter the school should know and follow them.

Meeting with Parents/Carers:

- These should take place well before school i.e. 8.30am or after school when all pupils have gone i.e. 3.30 p.m.
- Teachers should avoid any meeting that involves a discipline/behavioural problem, taking place in front of other pupils.
- Depending on the nature of the concern, the meeting should take place either in the classroom or in a meeting room.
- Teachers should inform another member of staff the meeting is taking place in case support is needed, and when appropriate ask another teacher to be present.
- The parent/carer should, when possible, be informed of the reason for the meeting beforehand.
- The meeting should not become a confrontation. Teachers should speak quietly and clearly, allowing the parent/carer to question and make their points.
- Following the discussion, or during it with parents understanding, a parent consultation sheet should be kept of what is agreed, and course of action to be taken by the school and how it can be supported at home. A date for a further meeting may also be necessary. The Campus Leader and other staff working with the pupil should be informed of the outcome of the meeting by passing on a copy of the Parent Consultation Sheet.

Establishing Routines

It is important, whenever possible; to establish routines so that children know what is expected of them and can predict what will happen. Routines are often designed to cover:

- movement in and out of classrooms;
- movement around the school;
- sharing of equipment;
- seating arrangements;

Routines are only effective if they are well designed, clearly communicated and consistently enforced within the school. Pupils cannot be expected to always behave appropriately unless they are taught to follow routines and how to behave appropriately.