



## Behaviour Policy

Date created: January 2017

Date ratified: March 2017

Signed:

Chair of Governors

Signed:

Headteacher

Date reviewed: May 2020

Name of reviewer: Caroline Gardner

## **Behaviour Policy:**

### **1 Aims and objectives**

St Giles' believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- Promoting desired behaviour.
- Promoting proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining poor behaviour.
- Providing a safe environment, free from disruption, violence, discrimination or bullying.
- Encouraging positive relationships with parents/carers.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Helping children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

### **2 Pupil Expectations**

Pupils will be expected to follow our school rules which requires pupils to:

- Conduct themselves around the school in a safe, sensible and respectful manner.
- Follow instructions given by teachers and support staff both in the classroom and on the playground.
- Treat all staff and pupils with kindness and respect - in a way that you would like others to treat you.
- Follow classroom rules and procedures.
- In class, allow others to learn. This means listening carefully, following instructions, being polite at all times and not distracting others from their learning.
- Complete classwork as requested.
- Take care of the school building and its equipment.

### **3 Rewarding good behaviour**

We praise and reward children for good behaviour in a variety of ways. Many of these systems are an integral part of the school but teachers also employ their own class specific rewards.

These include:

- Verbal praise.
- 'Pupil of the Week' awarded to one child from each class each week. These children receive a certificate and prize in the school celebration assembly.
- 'Citizenship Award' is given to one child per phase each week and is celebrated in the same way as Pupil of the Week.
- Stickers.
- 'Golden Time'.
- House points.
- Allowing a child to choose an activity to do with a friend.
- Behaviour charts.

#### **4 Interventions and Sanctions**

Breaking school rules and demonstrating unacceptable behaviour may result in employing sanctions to ensure a safe and positive learning environment exists for all. Teachers and support staff apply each sanction appropriately to each individual situation.

##### **In the classroom**

The class teacher discusses the school rules with each class and as a result, every child in the school knows the standard of behaviour that we expect in our school. Persistent poor behaviour may be discussed during PSHE or an assembly.

Listed below is an indication of a possible progression of sanctions, though children will not necessarily move through every step in the order listed.

- The teacher will tell the pupil to modify their behaviour, explaining why their behaviour is unacceptable.
- Further poor behaviour may require the pupil to sit out of the activity. The pupil may be then asked to complete the activity at a different time.
- We expect children to try their best in all activities.
- If a child misbehaves repeatedly, their poor behaviour will be logged in the classroom Behaviour Book and the Headteacher or Deputy Headteacher will be informed.
- Should a child have to be spoken to more than once about poor behaviour, Golden Cards are removed from them. Losing five Golden Cards in a week results in the pupil being withdrawn from Golden Time activities.
- If a child repeatedly acts in a way that disrupts or upsets others, the class teacher will contact the child's parents to discuss the situation.
- It may be necessary to set up regular parental consultations in order to support the pupil in improving their behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session, removing them from the classroom. In this instance, the Headteacher or Deputy Headteacher will be called upon for support and appropriate action will be taken to discipline and support the pupil.

##### **Senior Management Team Involvement**

The Headteacher, Deputy Headteacher and other SMT members may be involved in supporting a class teacher in a variety of different ways. These may include:

##### **General Support**

- Taking a child for a 'time out' if they have been asked to leave their classroom due to poor behaviour.

- Giving advice about appropriate follow-up sanctions.
- Supporting a class teacher during parental discussions.

If a child is causing concern over a period of time, further support may be requested, such as:

- Imposing additional sanctions such as withdrawal from school activities or visits.
- Deciding on whether to seek advice from external agencies.
- Enforcing fixed-term or permanent exclusions.

### **Break and Lunchtime**

- Minor incidents will be dealt with verbally by staff members on duty. Most minor incidents will not be formally recorded.
- Should the poor behaviour continue after verbal discussion with staff members, a child may be given a 'time out' to reflect on their behaviour.
- If a child does not rectify their behaviour, they will lose a Golden Card. The incident will then be discussed with the class teacher who will take further action as appropriate, in accordance with the behaviour policy. Recurring loss of Golden Cards will be recorded in the class Behaviour Books.
- If a serious incident has occurred, or the poor behaviour is recurrent, an 'Incident Form' will be completed by the member of staff who dealt with the issue. This will be passed to the class teacher of the child who has misbehaved. The class teacher will follow this up and may involve either the Headteacher, Deputy Headteacher, Pastoral Support or the child's parents. Follow-up action will be annotated on the incident form.
- Additional sanctions, such as missing future break or lunchtimes may be appropriate and will be organised by the class teacher. The incident form will be annotated accordingly.
- Incident forms will be passed to the Headteacher and filed with the child's records allowing any recurring incidents to be identified.
- The school does not tolerate bullying of any kind. If we discover an act of bullying it will be dealt with in accordance with the Anti-Bullying Policy.

## **5 Roles and Responsibilities**

The Governing Body will:

- Have overall responsibility for the implementation of this policy.
- Ensure this policy does not discriminate on any grounds.
- Review the effectiveness of the policy.
- Handle complaints regarding this policy as outlined in the school's Complaints Policy.

The Headteacher will:

- Be responsible for the day-to-day implementation of the behaviour policy, ensuring consistency throughout the school.
- Report to governors, when requested, on the effectiveness of the policy, taking into account the health, safety and welfare of all children in the school.
- Set the standards of behaviour and support staff in their implementation of the policy.
- Monitor classroom Behaviour Books half termly.
- Have responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the school governors have

been notified.

Class Teachers will:

- Ensure school rules are enforced in their classes.
- Record recurrent or serious behaviour incidents in the class Behaviour Book.
- Report recurrent or serious behaviour incidents to the Headteacher or Deputy Headteacher.
- Report to parents about poor behaviour of a child.
- Liaise with external agencies, as necessary, to support and guide the progress of each child.

Other staff, including teachers, support staff will:

- Be responsible for following the policy and for ensuring pupils do so too.
- Ensure school rules are enforced throughout the school.
- Ensure the policy is implemented fairly and consistently.
- Treat all children with respect and understanding.
- Create a supportive learning environment, modelling positive behaviour.
- Volunteer helpers will be made aware of the behaviour policy and pass on any concerns they may have to the class teacher.

Parents/Carers will:

- Promote positive behaviour for learning by working collaboratively with the school.
- Be aware of the school rules and support them.
- Take part in active dialogue if there are concerns with their child's behaviour.
- Attend scheduled meetings to support their child in developing appropriate behaviour.

## **6 Fixed-term and permanent exclusions**

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The school has therefore adopted the guidance from Exclusion from maintained schools, Academies and pupil referral units in England 2015 update and we refer to this guidance in any decision to exclude a child from school.
- Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any exclusions beyond five days in any one term.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **7 Physical Intervention**

All members of staff are aware of the regulations regarding the use of 'reasonable force', as set out in the DfE document, Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, January 2016. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions taken are in line with government guidelines on the restraint of children.

### **Who can use reasonable force?**

- All members of staff have legal power to use reasonable force.
- 'Staff' can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school visit.

### **What is reasonable force?**

- A broad range of actions that involve a degree of physical contact with pupils.
- 'Reasonable' means using no more force than is needed.
- Force is usually used to control or restrain. Eg guiding a pupil to safety by the arm or breaking up a fight where a pupil needs to be restrained to prevent injury.
- Staff will always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

### **When can reasonable force be used?**

Some examples (though this is not an exhaustive list) of when reasonable force may be used are:

- To prevent pupils from hurting themselves or others.
- To prevent damage to property.
- To control or restrain pupils during physical outbursts.
- To remove a disruptive child from the classroom when they have refused to follow an instruction.
- To prevent a pupil from attacking a member of staff or another pupil.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

## **8 Power to discipline beyond the school gate**

The governing body confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits.
- Pupils taking part in school organised after-school activities away from the school site.
- Pupils taking part in residential visits.

- Pupils travelling to and from school.

## 9 Monitoring and review

- The head teacher monitors the effectiveness of this policy on a regular basis, reporting findings to the governing body and, if necessary, makes recommendations for improvements.
- The school keeps informal and formal records concerning incidents of misbehaviour.
- The class teacher records minor classroom incidents. The head teacher reviews those incidents half termly.
- Any serious incidents that occur at break or lunchtimes are recorded on an incident form and passed to the class teacher for follow-up action.
- The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions.
- The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Addendum: Expectations in response to the COVID-19 pandemic

On Thursday 14<sup>th</sup> May, 2020, the Department for Education published updated guidance for Preparing for the wider opening of schools from 1 June.

<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>

This addendum of St Giles' C.E. Primary School behaviour policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required ([Coronavirus \(COVID-19\): guidance and support](#))

### 1. Pupil Code of Conduct

- Children are expected to arrive and leave school at staggered times in the morning and at the end of the school day. Children (and parents) will come through the main school gate and leave the premises via the back alleyway in order to maintain a one-way system. Children should leave a 2-metre distance between themselves and other people.
- Children will be expected to follow altered routines on arrival and departure from school. These include entry/exit through designated doors and washing hands on arrival at school and before leaving at the end of the school day.

- Children will be expected to listen to and follow adult instructions regarding increased hygiene expectations, including regular handwashing for at least 20 seconds with soap and water and sanitising at key points throughout the day and after sneezing/blowing noses.
- Children will need to stay within their 'bubble' throughout the school day (including at break times and lunchtimes) and not mix/socialise with any other children from different 'bubbles'. Where possible children should maintain a 2- metre social distance from other children in their 'bubble' and the adults in the room. Children should refrain from physical contact with their peers,
- Children will need to remain in their designated seating within the classroom during lesson time.
- When moving around the school, such as going to the toilets in 'bubbles' and exiting/entering the school for break/lunch, children should follow adult instructions. These will include queuing at designated points, walking in single file past other 'bubbles' at a distance and avoiding out of bounds areas.
- Children should use tissues when coughing and sneezing and dispose of them in lined bins following the 'Catch it, bin it, kill it' guidance.
- Children should follow instructions to avoid touching their mouth, nose and eyes with their hands.
- Children will be reminded of the key symptoms of coronavirus and should tell an adult within the 'bubble' immediately if they start experiencing any of those symptoms.
- Children will be given their own resources by school and will need to keep them in their own named plastic wallet. Children should ensure they only use the resources given to them and should not touch/share resources with any other child in the 'bubble'. Children must not bring in their own resources from home or take resources back home from school.
- Children will have staggered break and lunch times and will need to follow adult instructions during this time. Under adult supervision, the children will be expected to wash their hands and go to the toilet at the start and end of the break/lunchtime and should avoid using the toilets during the break/lunchtime itself. Any children needing the toilet during these periods will be accompanied by an adult to ensure other children are not already in the toilets and that children are not mixing with others from different 'bubbles'.
- Children will need to bring in any water bottles on a Monday and leave them in school until Friday. Children will be able to fill water bottles up after break/lunchtimes following the instructions of the class teacher and ensuring that they do not mix with other 'bubbles'.
- Children should only touch their own lunch and water bottles and not that of others. Where lunch bags have been brought to school in a plastic disposable bag, they should be thrown away along with any other rubbish after the lunch has been finished.
- Children must wait until all children within their 'bubble' have finished their lunch before going to wash their hands and head outside for play. Children must only do this when instructed by adults and walk in single file to reach their designated play area.
- During break/lunchtime children will have designated areas in which to play. They will not be able to enter the designated area of another 'bubble'. Children will only be able to play with equipment that has been allocated to their 'bubble'.
- Children will visit the toilets in 'bubbles' at designated times throughout the day. After going to the toilet, children must wash their hands thoroughly for 20 seconds using soap and water. If children need the toilet outside of these designated times, they will be accompanied by an



adult who will check to see if anyone else is in the toilets from another 'bubble'. Children will be expected to wait until the toilets are free before entering. Children must maintain a 2-metre distance where possible, whilst waiting or sharing the toilet area with children from their own 'bubble'.

- Children will be reminded that coughing on another person or spitting at anybody is not acceptable at any time. Children found deliberately coughing or spitting on any other person - child or adult - will be dealt with seriously and disciplined in-line with school procedures and policies.
- Children accessing education at home should listen to and respect their adults, following their instructions and guidance. Children should complete work to the best of their ability.
- Children will continue to be rewarded in line with current behaviour policy.

## 2. Sanctions for unsafe behaviour during the partial closure (including not following instructions for social distancing)

- Children will continue to be sanctioned in line with the current behaviour policy should they not follow any of the additional behaviour expectations being implemented as part of the partial opening of school during the COVID-19 pandemic.
- If the health and safety of other pupils and staff members are put at risk by pupils deliberately not adhering to the measures outlined above in section 1 of the addendum, then the parent/carer will be called to discuss the behaviour.

## 3. Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use *reasonable endeavours* to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

The head teacher and governing board must have regard to the SEND Code of Practice and the Equality Act.

For further information, please contact the Inclusion team [Inclusion@shropshire.gov.uk](mailto:Inclusion@shropshire.gov.uk)