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St. Giles' Church of England Primary School (VA)

Head Teacher: Mr. Keith Smithard MA Ed.

'Learn, Grow and Flourish'

Behaviour Policy

Christian Ethos

As a Church of England School, all of our policies take into consideration and reflect the Christian ethos of our school.

Policy statement

St. Giles' C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The School Council have agreed three expectations for behaviour in our school that underpin everything we do:

We are Ready, Respectful and Safe

This policy should also be read in conjunction with the School Anti-bullying policy, the school Health and Safety policy and our Physical Restraint policy.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give attention and importance to poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistent cultures of excellent behaviour management

At St Giles' we believe that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to apply the school behaviour principles fairly and unfailingly. We recognise that where learners feel treated as valued individuals they respect adults and accept their authority.

Staff Procedures

All staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving inappropriately.

Deputy Head

The Deputy Head is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Deputy Head will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

The Head Teacher

The Head teacher is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support the Deputy Head in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

At St Giles' we celebrate good behaviour through a house point system, where children are given class dojo points. These points go towards the children's team totals which accumulate over the year. The team with the most points at the end of the year win the house cup.

Excellent behaviour and effort is celebrated during Worship on a Friday afternoon. The names of the recipients are also shared in the weekly School Bulletin. Children are also sent to the Head teachers office by the class teacher to show good work or inform the Head of their excellent behaviour or positive actions during the day.

Classroom/teaching space

At St Giles' C of E Primary School, engagement with learning is always our primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Playground

MSA's are expected to follow the 'all staff' guidance listed above. If an incident occurs, children can be sat down on one of the picnic tables for a brief cooling off period, where they complete a reflection task, which is then discussed with the MSA. More serious incidents must be recorded in the class behaviour log, which is located in each classroom. It is vital that the class teacher is aware of any incidents that have taken place during the lunchtime break as they can have a detrimental effect of the children's ability to learn in the afternoon.

Racist remarks:

All staff are expected to deal promptly with racist remarks and gestures with a firm reprimand. The incident should be recorded and reported to the class teacher and if the offence is repeated parents will be consulted. In persistent cases parents may be asked to discuss the matter with the Headteacher and the guidance of the authority's MECSS team may be sought.

Physical Contact

As with all state schools any form of physical punishment by staff is not allowed. Be aware that there should be no physical contact with children which could be misconstrued. Err on the side of caution – there have been several cases where staff have ended up in difficulty. The LA has issued guidelines for effective and safe use of physical restraint. See separate Physical Restraint policy.

Liaison

The parent/school partnership is particularly important in promoting the development of good behaviour. Parents are kept informed about school activities through the weekly bulletin and they are always welcome to visit the school by appointment. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or work problems arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's performance at school.

Agencies

Close links are established with external support agencies – School Support Unit, EWO's and Educational Psychologists, Family Support Worker, Social Services, Health Authority and Police – and contact is made when appropriate.

Monitoring and review of policy

Evaluation of the effectiveness of the policy will be continuous and made through observations by staff of general behaviour, and by regular review of reports and records:

- Dojo award scheme.
- Racial abuse / Bullying / significant misbehaviour record file.
- Any relevant injury / accident reports relating to misbehaviour.

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

Appendices:

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

The reminder

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at St Giles' are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At St Giles' we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach (PLC) mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Head teacher
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on our classroom behaviour logs.

Restorative meeting

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the PLC, Teacher, Learner, Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to college as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour

- If the learner refuses to attend or engage with the Restorative meeting then the process moves to the final stage.

Behaviour for excellent teaching and learning – One-page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

Steps Actions

- 1) Redirection - Gentle encouragement, a 'nudge' in the right direction, small act of kindness
- 2) Reminder - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- 3) Caution - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- 4) Time Out - Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
- 5) Internal referral - At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All internal referrals must be recorded on the class behaviour log
- 6) Reparation - A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
- 7) Formal Meeting - A meeting with the teacher, learner and Head teacher, recorded with agreed targets that will be monitored over the course of two weeks.

A Serious Breach is an incident that may lead to a fixed term exclusion.

Behaviour and learning management

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.