



'Together with God we love, learn and grow.'

BEHAVIOUR POLICY

Date Policy Formally Agreed By Governors: February 2018

Next Review Date: September 2019

Person Responsible for Implementation and Monitoring: Headteacher

Introduction

The Behaviour Policy at Riston C of E Primary School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

Aims

- To implement the School Behaviour principles underpinned by Christian values
- To develop a whole school behaviour policy and to encourage the whole school community to support the Policy
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills, foster a positive and compassionate environment in which all children can flourish and reach their full potential.
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- To develop relationships based on friendship, forgiveness and trust between all members of the school community, including parents and members of the Governing Body,
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner underpinned by the Christian values in the hope of achieving an improvement in behaviour
- To encourage all pupils to feel part of the process. One of the main ways of doing this is through the teacher and class together creating a set of shared rules at the beginning of each academic year.

Code of Conduct

- Children are expected to show respect to people and property, to be well-mannered and well-behaved

- Children should walk (not run) when moving around the school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul or abusive language must not be used
- Children are expected to be punctual

This code of conduct has been based on Christian values with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. They should form the basis for each set of class rules (at an age appropriate level).

Promoting Good Behaviour

At Riston C of E Primary we encourage all children to practise good behaviour. The school system is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort, creativity and compassion.

The children are put into one of four houses where, as a team, they are awarded house points for demonstrating Christian values and achieving in their learning. During the Friday assembly the weekly winner is announced and the points are calculated to give a cup winner for the term. We believe this encourages children to try their best in every aspect of school life. This Assembly is also an opportunity for children to celebrate the effort they have put into their work. Individual certificates are awarded for children by the class teacher and these are given out at our celebration worship. Golden letters, which recognise Christian values and attributes in others, are written by children and placed in the letter box to be given to their peers in the celebration worship.

The children who receive a certificate in the Friday celebration worship are invited to dine on the special table with the Headteacher. This is an opportunity to share their achievements as a group and to celebrate with the Headteacher.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible. Our traffic light system for behaviour involves 5 colours, to ensure that children are given the incentive and encouragement to go passed green and aim for silver and gold behaviour. If a child is awarded gold or silver behaviour by the class teacher a behaviour slip will be sent home to recognise this achievement.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

Sadly, there will be times when children are badly behaved and do not demonstrate the Christian values. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

Procedures for Dealing with Minor Breaches of Behaviour

Minor breaches include deliberately not 'getting on' with work, disturbing others' in class and unkindness.

In these cases the visual traffic light system is used and children are asked to move their names down from green and into amber. The children are given an opportunity to improve their behaviour and move back to green at this point. If this first warning is not successful the child will move to the red behaviour light. At this point the child would be asked to complete a reflection log for the class teacher so that they can reflect on their choices and a complete understanding of the problem can be gained. These are kept in the class behaviour file and shared with the Headteacher. This reflection log is used to support children in understanding the consequences of their actions and provide them with an opportunity to reflect and modify their behaviour.

Each new lesson and playtime the child should begin on green to ensure that they are given consistent and continuous chances to demonstrate good behaviour and receive positive recognition for this.

If problems are persistent or recurring, parents will be involved at the earliest possible stage. Children may then be placed on a daily report for a week. During this period their behaviour will be closely monitored with parents' support. Any contact with parents is recorded on the child's Parent Consultation sheet. At the end of the week there will a meeting between the parents, pupil and Class teacher to evaluate the week and agree on next steps. The Christian values of trust, truthfulness, forgiveness and justice will be referred to when making decisions.

In the instance where a child has repetitive minor breaches of behaviour over time a daily behaviour log will be completed to track any patterns to behaviours and to find swift resolutions. This daily log will be completed by the class teacher and shared with parents and the Headteacher.

Lunchtime and playtime procedures for dealing with minor breaches of behaviour

Minor breaches include deliberately not using playtime equipment properly; playing games that are rough and could injure others; or being deliberately verbally unkind to others.

At lunchtime, supervision is carried out by the TAs and Lunchtime Supervisors. The TAs/LSs are expected to maintain order. This is most effectively done through Christian values which support the children in positive play and early intervention.

Children will be given two opportunities to rectify their behaviour. At the first warning the child will be reminded that this play or behaviour is not appropriate and they will be asked to spend two minutes of time out with the supervisor or a peer to reflect and discuss how to change their behaviour. After two minutes the child will be able to join back in and should now demonstrate good behaviour. If the behaviour continues the child will be warned that this is now amber behaviour and will be given a further two minutes time out. If the child now demonstrates good behaviour no further action is needed. If the child continues to display the same poor behaviour they will be moved to red behaviour and remain with a supervisor for the remainder of the playtime. Their name will be moved to red and this will be reported on a lunchtime behaviour slip for the class teacher.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and regular disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher who will, in consultation with the class teacher, deal with it promptly and severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

1. A verbal warning, by the Head or Lead teacher if she is unavailable, as to future conduct and a timeout (if appropriate). The pupil will be reminded of the Christian values.
2. Withdrawal from the classroom/playground for a short period - Internal Exclusion
3. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour. The main points of this meeting will be recorded on the Parent Consultation sheet and pupil to be put on school report if deemed appropriate.
4. Withdrawal for a longer period of time from the classroom/playground - Internal Exclusion
5. If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
6. A case conference involving parents and support agencies
7. Permanent exclusion after consultation with the Governing Body and the LA
8. Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure not being followed and a child being taken home straight away. Teachers are encouraged to use their professional judgement about whether to have an adult witness or not during discussions with a pupil or parent.

Head Teacher Log (Behaviour Log)

This is used to record significant disciplinary measures taken by a member of staff against a child. This Log is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour and incidents which may give rise to disciplinary or legal action or become a matter of public interest. Exclusion must always be recorded.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then reasonable force will be used to restrain the child to prevent further damage or injury. The child should be removed from the situation as soon as possible and taken to the Head or Lead teacher who will take immediate action to involve parents. The positive handling form should be completed immediately and handed to the Headteacher who is the Safeguarding Lead or the Deputy Safeguarding Lead.

The Head or Lead teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies - social services, behaviour advisory support team, education psychology service etc.

Parents

Parents can help:

1. By recognising that an effective school behaviour policy that is underpinned by Christian values requires close partnership between parents, teachers and children
2. By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
3. By attending Parents' Evenings, parents' functions and by developing informal contacts with school
4. By knowing that learning and teaching cannot take place without sound discipline
5. By remembering that staff deal with behaviour problems patiently and positively

SEN

After discussion between the class teacher and the SENCO, a child may be placed on the SEN register to monitor behaviour, leading to a personalised plan if deemed necessary.

Monitoring

The Headteacher will report to Governors on an annual basis. This report will include comparing pupil behaviour with previous years and the impact of any measures introduced.

This policy has been impact assessed in order to ensure that it doesn't have an adverse affect on race, gender or disability equality.