



St. Andrew's C.E. (Aided) Primary School

Behaviour Policy

Our School Vision says:

Children are at the heart of all we do.

We aim to inspire our children to love learning and achieve their best.

Thriving within a Christian environment, our children will grow through challenge and have the confidence to express their ideas and emotions freely.

We want them to value themselves, to respect others, to embrace difference and to care for the world they live in.

At St. Andrew's School our Behaviour Policy is instrumental in helping us achieve the principles of our School Vision. Our approach to behaviour management provides clear expectations of all children backed by care and support for each child as they aspire to fulfil them. This policy is central in creating a safe and secure environment for all our children. It establishes what we are aiming for but also recognises the need to offer all children the chance of reconciliation.

The school's Behaviour Policy will not discriminate against any pupil on grounds of race, gender, disability or sexual orientation. It will be vital in promoting good relations between the different communities in and around our school and ensure that all children have equal access to a fair, secure and safe school environment.

The School Rules

At St Andrew's the School Council review the school rules and propose new ones at the start of each alternate school year. The rules from the previous year are used as a starting point. By using the School Council to do this, full ownership and agreement of the rules are achieved for all children.

Our rules are also re-enforced during lesson times and positive behaviour is discussed, modelled and outlined within the classroom setting so that children can apply them in broader settings.

The current rules were redrafted by the School Council. They are accompanied by a Bee logo:

- Be helpful and kind
(Help teachers, children and visitors. Think about others and how your actions affect them)
- Be honest
(Be truthful to teachers, friends and to yourself)
- Be respectful
(Respect the school, friends and the property of others)
- Be safe
(Be sure to behave in a way that keeps you safe and allows others around you to feel safe)
- Be prepared to have a go
(Don't be afraid to get things wrong and if they do go wrong, try again)
- and be yourself
(Don't always follow the crowd and do what you believe is right)

These are displayed throughout the school and children are expected to adhere to these rules at all times.

Sanctions and Rewards

Reward Systems

The reward system at St Andrew's works on a number of separate levels:

1) Star of the Week

Every child at St Andrew's gets to be the Star of the Week in their class and this is a special time for them to share their interests. They receive a certificate in Good Work Assembly. During the week classes will celebrate that child in their own individual way by focusing on their interests and achievements. How children are selected will be the responsibility of the individual class teacher but every child will be chosen once in a school year.

2) Special Awards

Special Awards are given to children for particular and distinct reasons. These apply to the classroom or the playground and are awarded for specific reasons. These are presented in Good Work Assembly at the same time as the Star of the Week.

3) Classroom Rewards

These are agreed by classes individually as the Class Rules are set in September. However, for the sake of clarity for all concerned, classroom rules, rewards and sanctions are clearly displayed in each room. Motivational strategies are used at the teachers' discretion including using 'sunny/cloudy side' in KS1, and table points and earning minutes of extra play in KS2.

4) Lunchtime Rewards

Key Stage 2 operates a raffle ticket system where helpful and positive behaviour is rewarded. Tickets are posted by the midday supervisors and a draw is held each Friday for small prizes. We appreciate that this is a random process but the aim is to motivate children to be helpful and adopt positive routines, secure in the knowledge that Special Awards are available for acts that stand out.

Good Behaviour stickers are awarded by the supervisors to the Infants so that their positive behaviour receives immediate recognition.

Behaviour Management Procedures

The Magic Sign

"The Magic Sign" is recognised by all in the school as an important strategy for securing the full attention of the children in an appropriate way. When an adult raises their hand (makes the "magic sign") then any child that notices does the same thing and is immediately quiet. Gradually the silence spreads until the whole group is quiet. Total silence is gained in a few moments without anyone having to raise their voice.

Classroom Discipline

The class teacher is responsible for the discipline of their children in the classroom. Classroom rules are agreed with the children in each individual class and these are clearly displayed so that any adult teaching the class can refer to them. Class Rules include the sanctions that are routinely used.

Negative Behaviour – in class

If negative behaviour becomes persistent or is disrupting the learning of others, children are sent to the reciprocal classroom in their year group with work to do. Teachers are aware that if this becomes regular, a referral to the Pupil Care Co-ordinator might be appropriate.

Any Early Years or Key Stage 1 child sent to any other room must be accompanied by a member of staff.

If the matter is more serious the child is sent to a member of the Senior Management Team.

All of these incidents need to be recorded on the School Behaviour Log. There is a shortcut to this on every classroom computer and this log is monitored by the Pupil Care Co-ordinator and the Inclusion Manager.

In every classroom, the SEN room and the staff room, Welfare Referral Forms ("Pink Slips"- see Appendix) are available. As soon as possible after an incident that the member of staff deems serious enough, a brief outline of the negative behaviour is recorded on a pink slip by the member of staff who witnessed and recorded the incident. They will then ensure that the Pink Slip is handed to the Pupil Care Co-ordinator.

The child may be notified that the offence is serious enough to have been recorded. As a guide, teachers should apply the principle that if the incident is serious enough to have been referred to senior staff, it is worthy of being recorded on a pink slip.

Key indicators for recording incidents of negative behaviour on a Pink Slip include:

- In the case of persistent misbehaviour, have other sanctions already been applied?
- In the case of persistent misbehaviour, has the child had the chance to modify it and failed to?
- In the case of individual incidents, have other children been genuinely distressed?
- In the case of individual incidents, has unacceptable and deliberate violence occurred?
- Has any deliberate damage been done to school property?

If the senior member of staff feels it is appropriate for the parents of the child to be informed, they will alert the Inclusion Manager or Head/Deputy Headteacher according to who is available and this will then be followed up. Not every referral will automatically generate a call home.

The Pink Slip is there to record referrals for child protection, social or emotional concern, *including* incidents of negative behaviour (following the key points above). All welfare referrals are monitored by the Pupil Care Co-ordinator and Inclusion Manager on a weekly basis for patterns, regularity and severity. They are used to stimulate follow up work that might involve discipline, reconciliation and/or individual support.

Lunchtime Behaviour

Throughout the School we follow the Peaceful Problem Solving approach. This is particularly relevant to our playground where it forms part of the training for our Playground Pal team, giving them a positive framework for helping other children resolve disputes.

The approach involves the following steps:

1. Ready...are you ready to think together
2. Steady...take it in turns to talk about what went wrong. Think of ideas together to put it right and choose one idea
3. Go...try out the idea
4. Replay...think about how it went and check to see if things are OK.

Lunchtime staff may give children “time out” for misbehaviour during playtime, as an opportunity to ‘cool off’ and to encourage a change in behaviour (this generally amounts to 5 minutes stood by the fence). If lunchtime staff have any incidents that they wish to be dealt with further they are able to refer them to the Inclusion Manager or the Principal Midday Supervisor. These members of staff will decide what has to be referred on to the class teacher, Key Stage Team Leader, the Pupil Care Co-ordinator, the Inclusion Manager or Headteacher as appropriate. Pink Slips will be filled in and given to the Pupil Care Coordinator by the staff concerned if necessary.

“Time Out” is offered by the Pupil Care Co-ordinator at lunchtimes when required. This might be for children who have behaved inappropriately or for those who need time and space to discuss concerns. Staff must advise the Inclusion Manager or Pupil Care Co-ordinator in advance of using this as the latter will often be on the playground unless informed otherwise. “Time Out” is based in the SEN Room and is not used for finishing off work as it is designed to address behavioural or emotional issues.

Anger management work can be carried out by the Pupil Care Coordinator or SENTA as a preventative measure with children who find it difficult to control their behaviour. This can include introducing social stories (to refer to in a calm environment before going out at playtime), and/or recognising ‘early warning signs’ of feeling angry, and having strategies to calm down (including breathing techniques, counting, and walking away). Children can also be issued with ‘volcano cards’, giving them the opportunity to ask an adult for ‘time out’, and empowering them in their own behaviour management.

Teachers who are not satisfied with a child’s effort or rate of work can keep children off the playground in order to finish it but they supervise the children themselves or enter a reciprocal agreement with a colleague. Children are not left unsupervised in classes. Similarly, children who are helping the class teacher for any reason or attending a lunchtime activity must be supervised and they must be collected directly from the playground or dining hall.

Routines for Wet Play are clearly displayed next to the Class Rules so that all staff and children know of our expectations. These routines are as follows:

Wet Play Routines

- Help keep our school safe by staying in your own classroom and playing sensibly and calmly
- Help keep the classroom safe by doing as the adult asks and never running anywhere
- Help care for the environment by using used or scrap paper
- Help keep the classroom happy by considering others in the way you play.
- Help everyone to remain clear of arguments by only using the computer if your teacher has given direct instructions to the adult in charge of your classroom
- Help look after the classroom by making sure everything is tidied away before the end of playtime
- Help your own learning to be at its best by making sure you have gone to the toilet and you are calm before the end of lunchtime

Headteacher/Parent Contact

As a school we will contact parents if we have any concerns regarding the behaviour of their child. The partnership between home and school is vital for the well being and education of the children. The support of parents for school policy on behaviour is essential and it is important that they feel able to raise any concerns at the earliest opportunity. Initially this should be with the class teacher but the Headteacher, the Inclusion Manager and the Pupil Care Co-ordinator are also available to deal with these concerns.

Children Causing Concern

Class teachers who identify children who need help with their behaviour or emotional welfare may refer them to the Inclusion Manager/Pupil Care Co-ordinator or the Headteacher. The child's needs will be assessed individually so that the appropriate support or programme can be set up. This may take the form of:

- 1) Social Group involvement
- 2) Bridging - a process where a key adult is appointed to meet regularly with the child to discuss emotional or behavioural matters.
- 3) The Inclusion Manager, in consultation with the child's parents may feel extra help in class time, the setting up of an Individual Behaviour Modification plan under the SENIMS procedure, or referral to an outside agency, (i.e. Educational Psychologist) may be appropriate.
- 4) A behaviour chart or diary with a system of happy faces or stickers to encourage improvement in specific areas may be introduced. The child will then report at regular intervals to the Headteacher, accompanied by his/her behaviour book, finished work chart etc. The child will then discuss how things are going, where improvements have been made and where further development is needed.

This work is co-ordinated by the Pupil Care Co-ordinator under the leadership of the Inclusion Manager. Parents will be informed in advance if their child is involved in any of the above and regular updates towards a positive outcome will be shared.

Exclusions from School

The school is in the extremely fortunate position not to have to resort to excluding pupils from the school except in rare and exceptional circumstances. In the unlikely event of this action being required, the following are available:

1. Lunchtime exclusions
2. Temporary exclusions
3. Permanent exclusions

Lunchtime Exclusions

Continual or severe incidents at lunch time may result in the exclusion of a child from school lunchtimes for a fixed period. The situation will be discussed with the Headteacher and parents and conditions set with the child before a return to school at lunch times will be considered.

The child is collected from school at the beginning of the lunch break and is not returned to school until the afternoon sessions begins again. If the child is entitled to a free dinner the school has a duty to provide it, (this may be in the form of a packed lunch).

Temporary Exclusions

Temporary Exclusions are used for serious incidents of bad behaviour that have led to deliberate serious injury or serious persistent rudeness to members of our community. The child is excluded from school for a fixed period decided by the Headteacher and Governors. A programme for re-integration is planned to support a successful return to school for the individual. This would happen following discussion with the child concerned and the parents.

Permanent Exclusion

The child is permanently excluded from school and would not be allowed to return. The Headteacher and Governors make the decision and the parent has a right of appeal, which is heard by an independent panel. Only bad behaviour of a very serious or continual, unacceptable nature would lead to a permanent exclusion.

Powers of Restraint

Staff at all schools have the power to restrain pupils who are causing or likely to cause injury to themselves or another person, or who are damaging or likely to damage school property.

In the extremely unlikely event of a situation like this arising at St. Andrew's, a member of staff is able to restrain a pupil using "reasonable force" until the situation is made safe for all concerned. The member of staff concerned is to report to the Headteacher as soon as is practically possible to record on our Serious Incident Record form.

St. Andrew's will continue with the policy of no physical contact of this nature unless absolutely necessary and only as a very last resort.

Staff Procedures for Behaviour and Discipline in School

All staff are expected to follow these procedures as consistently as possible and to use their professional expertise to use appropriate measures when necessary.

Updated: February 2017 (TC/SC)

Appendix 1- The “Pink Slip”- Pupil Referral Form

Referral for Child Protection, Social or Emotional concern.				
Outline of concern (please circle - can circle more than one)				Review of outcome
Child protection - specific incident Child protection -non specific Social - in class Social - on playground Emotional				
<p>(Please note that if this is a specific incident relating to child protection, your report must be factual and you need to record the time of your initial involvement and the time of recording your notes)</p> <p>Name of child:</p> <p>Person making referral:</p> <p>Class:</p> <p>Signed: _____ Date: _____</p>				
<p>Action taken (Who was this referred to? What action was taken? Who else was involved? Were parents involved? Is a timescale required?)</p>				