

ST PHILIP'S CE PRIMARY SCHOOL



Behaviour Policy

Reviewed by Governors	September 2017
Reviewed by Staff	
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Date of Review	September 2020
Signed by Chair	
Signed by Headteacher/ Coordinator	

ST PHILIP'S C E PRIMARY SCHOOL

BEHAVIOUR POLICY

INTRODUCTION

This document is a statement of the aims, principles and strategies for the behaviour at St Philip's Primary School.

It is the aim of our school that every member of the St Philip's family feels respected and valued and that everyone is treated fairly and well. It is the aim of this policy to outline guidance to support the values of our school and ensure that everyone feels safe and secure.

OUR MISSION STATEMENT

We belong to a loving Christian family, aiming to give our very best, valuing each other and achieving our full potential in life.

"Together we achieve"

AIMS

This policy aims to:

- Provide a consistent approach to behaviour management
- Enable children to develop their own sense of self-discipline and responsibility for their own actions.
- To create the conditions for an orderly and safe school community where effective teaching and learning can take place.
- To develop mutual respect, a concern for the school environment and promote positive behaviour, building partnerships with pupils, parents/carers, staff, the community and the local authority.

OUR SCHOOL AIMS

- To value all members of the school community as individuals and respect their rights, values and beliefs.
- To foster and promote positive relationships and a strong sense of belonging to the St Philip's family.
- To have high expectations of all so that staff and pupils achieve their potential, academically, socially and spiritually.
- To encourage respect for all through the Christian ethos and recognise the importance of different cultures, faiths and beliefs.
- To work as a team, fostering a supportive relationship between school, home, church and the community.
- Offer equal opportunities for all

- To promote self-discipline so that high standards of behaviour are attained and children become independent learners.
- To recognise and celebrate each child's successes.
- To ensure that the high expectations and behaviour strategies are consistent and adopted by all staff.
- To adopt a positive attitude to behaviour focusing on rewards rather than sanctions.

Whole School Rules

As well as the agreed code of conduct for each class we have whole school rules which are based on our Christian faith. We believe that we all have the right to be respected, to be safe and to learn and it is our joint responsibility to achieve this by;

- Being respectful of others and our school
- Being well mannered at all times
- Being kind and not hurting others
- Being ready to learn
- Following instructions

These school rules will be taught to all school users and will underpin all that we do at St Philip's.

Behaviour for Learning

At St Philip's we believe that an exciting and engaging curriculum, positive relationships, built on mutual respect, high expectations and routine promotes a positive classroom climate enabling every child to learn and achieve their potential. Our Christian faith encourages us to make the correct choices through the teachings of Jesus.

Classroom strategies

Each class decide at the start of every academic year on an agreed code of conduct.

A positive system based on praise and reward is an effective way to encourage the correct behaviour choices from our children.

These strategies could include:

- A quiet word or a thumbs up
- A written comment, stamp or sticker on a child's work
- Pride points
- A dojo point
- A certificate of achievement
- Being selected to sit on the VIP table
- Being given an area of responsibility
- A postcard home or verbal feedback to the child's parents
- Being lunchtime leaders
- Other in class rewards

Consequences and sanctions should always focus on the child's behaviour and the reasons for the sanction should be explained. Our children are taught what constitutes good behaviour and will be praised for displaying this. The children are also aware of the types of behaviour that will not be tolerated and would result in consequences and sanctions. Such as;

- Discrimination of any kind, such as race, age, ability, background, gender, sexual orientation, gender identity or disability
- Bullying
- Threatening behaviour
- Physical abuse towards children or staff
- Being in possession of a weapon
- Being in possession of drugs
- Deliberate damage of school property
- Swearing
- Refusal to follow instructions
- Endangering themselves or others through a behavioural choice

Sanctions could include:

- A quiet word to explain why a behaviour choice is inappropriate.
- Removal of a privilege.
- Time out for the child to reflect on their behaviour.
- Missed playtime to complete unfinished work.
- Discussions with parents/carers for continued unacceptable behavioural choices.
- Removal from class to another class or teacher.
- Behaviour support from the local authority.
- Referral to a member of the senior leadership team.
- Missed playtimes and/or lunchtime.
- In extreme cases an individual behaviour plan may be drawn up with pupils and parents.
- As a last resort, a child may be excluded.

Staff responsibilities

- To foster positive relationships based on mutual respect.
- To clearly outline expected behaviour and how this is to be achieved.
- To be positive role models.
- Deal with misbehaviour fairly and without humiliation.
- Create engaging lessons that ensure challenge and motivate pupils.
- Ensure fair treatment for all, regardless of gender, sexual orientation, gender identity, race, age, ability or background.
- Ensure that effort, not outcome, is praised for all pupils and appreciation is shown for the contribution of all pupils.

Pupil responsibilities

- To attend school regularly.
- To arrive on time and be ready for lessons.
- To be organised, ensuring all equipment needed in school, such as; planners, reading books and homework is completed on time.
- To take responsibility for their own actions and learning.
- To behave appropriately at all times and follow school rules and routines.

Parent/carer responsibilities

- To ensure that children attend school regularly and on time.
- Support the school's systems and procedures.

- Help to build a positive relationship with staff, built on mutual respect and keep staff informed on any matters that may affect their children's progress, happiness or behaviour.
- Encourage children to become independent learners and take responsibility for themselves.
- To sign and agree the home school agreement.

Use of reasonable force

Any physical contact will only be used as a last resort and to ensure the safety of all pupils and staff. The use of reasonable force, such as restraint, will only be used by staff to control or prevent a situation and will be reported immediately to the Headteacher.

The school may need to use reasonable force in situations such as;

- A disruptive pupil refusing to leave the classroom
- A pupil is physically harming another child or member of staff
- A pupil is at risk of harming themselves or others
- A pupil is attempting to leave the classroom or building and to do so would be unsafe
- To prevent a child becoming harmed on a school trip or similar (such as a child running off)

For pupils whom have been deemed a risk of displaying any of these behaviours, a positive handling plan will be drawn up, in consultation with parents which will outline agreed strategies that will be used to control the child. The emphasis is always on de escalation and promoting self discipline.

Special Educational Needs (SEN)

We understand that some children have additional needs and will need different provision and a personalised approach. Outside agency support may be sought and support may be needed to help children to regulate their own behaviour. Some of this support may be beyond the schools reward system.

Lunchtimes

Positive play is encouraged at all times. We have sports leaders to encourage positive engagement in playground games, a multi surface games pitch, an outdoor woodland area and a Play Pod Scrap Store to engage and motivate children to develop play with their peers. The rules at lunchtime remain the same and all Lunchtime Supervisors are aware of the school systems. As an additional reward, children can earn green tokens, which will build for their class and each week the winning class will become lunchtime leaders. If a child disobeys any of the rules at lunchtime they will be spoken to, if the behaviour continues the child will receive a warning and the final step is that they will be brought in to a member of SLT.

The School DoJo System

Dojo points will be given for a variety of reasons to promote positive behaviour choices and will be decided upon as a class. As a faith school we also give points for children displaying the attributes of the fruits of the spirit; love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Inappropriate behavior can incur a consequence, such as a Dojo being taken away.

Behaviour procedure

- 1. Verbal warning**
- 2. Dojo taken away**
- 3. Further Dojo to be taken away**
- 4. Missed playtime/lunchtime**
- 5. Referred to SLT**
- 6. Parents informed by the class teacher**

Referral to SLT

A referral to SLT is deemed serious and is for continual misbehaviour. Children will spend lunchtime with the SLT member, older children will be required to complete a reflective behaviour form. In extreme cases the child may be removed from class and may be placed in another year group for a short time to reflect upon their behaviour.