

St Giles' and St George's C of E Academy
ASPIRE BELIEVE ACHIEVE



BEHAVIOUR POLICY

REVIEWED: MAY 2019

REVIEW DATE: MAY 2020

Purpose

Our policy, which is based on Gospel Values, is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Aims

- Our aim is to create a caring, orderly school community in which effective learning can take place and in which there is mutual respect between all members of the school community.
- The approach to discipline aims to be positive, to recognise and reward good behaviour, where sanctions will be applied with a fair, equitable and consistent approach.
- To prevent bullying

Principles

- We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Good discipline is an essential element in the overall philosophy of this school. The greatest and most important discipline is self-discipline and our whole strategy is linked towards achieving this. Self-discipline enables children to develop as confident, responsible and caring individuals who value themselves and others.

Role of Governors

- Directors of Academies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Support the school in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Role of head teacher

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.
- The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

Role of staff

- To be a positive role model
- Use a framework of teaching PHSE that will underpin the policy.
- Use rewards and sanctions fairly and within the aims of the behaviour policy
- Treat all children fairly and with respect
- Develop positive and supportive relationships with children and parents

What the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, school staff will follow the schools' safeguarding policy.
- School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and school will consider whether a multi-agency assessment is necessary.

Role of parents

- To work alongside school upholding the behaviour policy
- To support children's appropriate behaviour
- To encourage independence and self discipline
- Be aware of the school rules

Children's responsibilities

- Know and work within the Golden Rules
- Treat others with respect
- Treat belongings and environment with care and respect
- Be considerate
- Consider the effects of their actions on others
- To make sensible choices and reflect on their choice. **What would Jesus do?**
- With support, develop self-discipline

Special Educational Needs

- Children with persistent behaviour problems may need to be placed on a Positive Behaviour plan
- Positive Behaviour plans will be shared between home and school. This decision will be made in consultation with the parents, who will also be involved in discussions about appropriate strategies to be tried in the classroom in order to improve the behaviour.
- For more serious behaviour problems school will liaise with the Behaviour Support Team and the Educational Psychologist for advice.

Learning Support Staff/Lunchtime Supervisors

- Staff deal with playground incidents, as they arise, and children who break the rules have to put their initials onto the whiteboard on their return to the classroom following a recommendation from the staff on duty.
- Lunchtime staff are also encouraged to deal with minor problems themselves, as we believe this enhances their role and supports the unity of approach. They inform the class teacher of behaviour infringements.

Emergencies and Crisis

- In cases where children or staff are at risk a member of the class will be sent to the school office or senior staff saying 'red alert'.

- This signifies that the class teacher needs emergency adult support.
- It is the role of the office staff or any nearby member of staff to assist by contacting the Head Teacher or Deputy Head to support.
- When the Head Teacher and Deputy Head are unavailable, initially that member of staff must go to support.
- Primarily it is the responsibility of the Head Teacher and Deputy Head Teacher to resolve the problem by carefully defusing the situation. This may include evacuation of the classroom.

Misbehaviour by pupils outside the school day

Misbehaviour by a pupil outside of the school day, when they are not on the school premises and are not under the lawful control or charge of a member of staff of the school. (Education and Inspections Act 2006 s.89 (5)).

The School will impose a sanction, where we are satisfied it is reasonable to do so, upon any registered pupil in uniform, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School;

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or could adversely affect the reputation of the school.
- Contravene the school behaviour code

Whilst other values may be found within the four Gospels and New Testament, it is the Beatitudes which reveal the goal of human existence, the ultimate end of human acts and as such are the objective 'values' given by Christ himself. Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

We are kind and helpful.

Faithfulness and Integrity

Blessed are those who mourn, for they shall be comforted

We are honest and forgive

Forgiveness and Mercy

Blessed are the merciful, for they shall obtain mercy

We look after property.

Dignity and Compassion

Blessed are those who hunger and thirst for righteousness,

We treat everyone equally

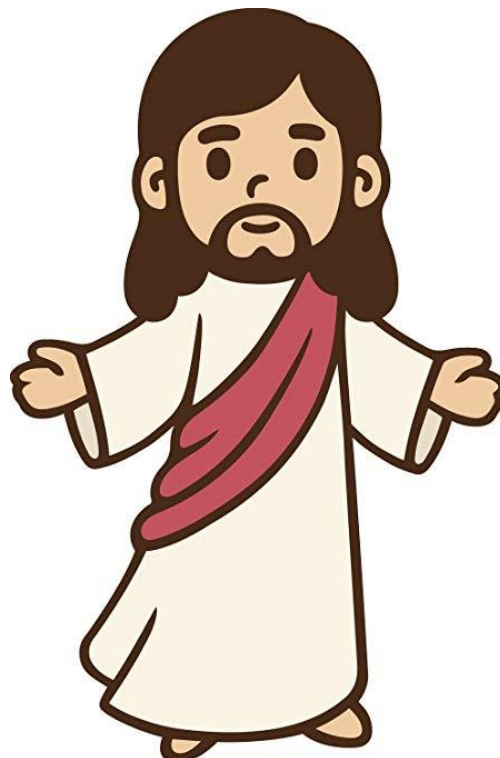
Tolerance and Peace

Blessed are the peacemakers, for they shall be called children of God

We work hard.

Purity and Holiness

Blessed are the pure in heart, for they will see God



Each half term, the children at St Giles' and St George's develop their understanding of two gospel virtues and strive to apply these to their everyday lives. This will be a rolling program year on year.

Year	Term	Gospel Values	Church of England Vision for Education
Year A	Autumn 1	Compassionate and Loving	Educating for dignity and respect
	Autumn 2	Faith filled and Hopeful	
	Spring 1	Learned and Wise	Educating for wisdom, knowledge and skills
	Spring 2	Curious and Active	
	Summer 1	Attentive and Discerning	Educating for hope and aspiration
	Summer 2	Grateful and Generous	
Year B	Autumn 1	Intentional and Prophetic	Educating for community and living well together

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, now and in the future

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices and through the practice and example of school leaders and staff.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good through the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others

Positive Consequences (Rewards)

Rewards:

Children need encouragement, modelling of positive behaviour and initially extrinsic rewards to reinforce good learning, behaviour and attitude. We use a combination of the following:-

- Children sent to head teacher or other staff to show their work and be awarded Headteacher certificates.
- Dojo team points, Pupil of the week, Brilliant Behaviour Award.
- When a class has earned their target points, they can choose a treat eg pyjama day or a film.
- Dojo points result in prizes when children have reached the class target number.

Rules

- We have five Golden Rules as well as Classroom Rules, which the children are involved in formulating during the first days of the academic year. These rules are explained to the children at regular intervals both in the classroom and during assemblies and are displayed in the classrooms and in the hall.
- When a child breaks a rule he/she is reminded what the rule says and asked to explain what the appropriate behaviour should have been.
- It is stressed that any breakdown in behaviour not only affects individuals but also creates problems for others and that is unacceptable.

Negative Consequences (Sanctions)

It is important to teach children positive behaviours. When children misbehave, staff ask children to stop the behaviour and discuss the incident. **WHAT WOULD JESUS DO?**

Staff encourage children to try and resolve disputes themselves and take responsibility for their own actions. There is a stepped approach to the agreed system of consequences.

Moderate Level	Sanctions/ procedures
Consistently shouting out Fighting Threatening/ aggressive behaviour Refusal to co - operate Harmful/offensive name calling Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Not completing learning within reasonable time Hurting another child in retaliation	Time out room to complete learning 1 verbal warning 2 nd warning written name on board 3 rd warning Sent to Time out room with yellow card (teacher to note on logging sheet) Reflect and write 5th yellow card will result in a red card for low level descriptive behaviour

Serious Level	Sanctions/ procedures
Throwing objects with intent to harm Continued or more serious challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children Vandalism (damage to school property) Serious physical, verbal threats made to staff/children Refusal to come into school from playground Violent outbursts Racial incidents Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Sent to head teacher with Red Card (see criteria) Parent meeting Involve SENCO Positive Behaviour plan developed with parents/ child Outside agencies Internal exclusion from lessons Home lunchtime Modified timetable Fixed term exclusion (morning, morning including lunchtime, whole day, 1.5, 2 days, 5 days depending on incident or series of incidents) Permanent exclusion

All the above sanctions are put in place at the discretion of the head teacher, and the context and child's needs will be fully taken into account when sanctions are applied.

Red Cards

- Using Red cards to record listed behaviour that is deemed unacceptable, helps track and target the behaviour of specific pupils with difficulties.
- Red Cards are given by teachers only and for the listed criteria. TAs or lunchtime supervisors can recommend to a teacher that a card be given but the incident needs to be investigated thoroughly.
- A formal record is kept by the Head Teacher, noting how often and how many red cards have been received by each individual pupil. This is shared with governors on an annual basis.
- After 5 red cards a positive Behaviour Plan is put in place by the school parents are invited into school to meet with the class teacher and Head teacher. At this meeting, specific targets are identified for improvement and parents are asked support the school with the targets via a behaviour report, by giving positive rewards or sanctions based on the improvement.
- After 10 cards there is a possibility that the pupil could be temporarily excluded from school but is dependent on individual circumstances.
- All children will be dealt with in a fair and consistent but individual basis.

Yellow Cards

- Children who are sent out of their class will receive a Yellow Card.
- The reason is logged on the card which will be sent home for parents to see and sign before returning to school.
- If children receive 5 Yellow cards, they will receive a Red Card, five of which will instigate a meeting with parents.

Fixed term and or permanent exclusions

- An accumulation of Red Cards can lead to a fixed term exclusion. If an incident is deemed to put other children, staff or themselves at risk fixed term or a permanent exclusion can be sanctioned only by the head teacher. Incidents that may lead to fixed term or permanent exclusions, are dealt with on an individual basis, taking into account all factors pertaining to children and incident.

Red Card to be given out only by class teachers (LSAs, Lunchtime Supervisors can make recommendations)

- ✓ Deliberately hurting another child / adult
- ✓ Damaging property with intent
- ✓ Defiance
- ✓ Verbal abuse directed to other children/ adult
- ✓ Swearing
- ✓ Refusal to co- operate in learning tasks
- ✓ Other specified problem
- ✓ Persistent low level behaviour, (child sent out of class twice during the day)

If a child is issued with 5 Red Cards a standard letter will be sent home raising the awareness of unacceptable behaviour together with an invite into school to create a behaviour management plan. The letter will have a reply slip acknowledging receipt.

If a child is issued with 10 Red Cards a letter will be sent home inviting parents in to school to see the head teacher to discuss the problems, review the behaviour management plan and the way forward. Parents will be made aware that this level of unacceptable behaviour could result in a fixed term exclusion from school. Chair of Governors will be informed

The letter will have a reply slip acknowledging receipt.

If a child is issued with a further 10 cards they will be on a fixed term exclusion for 1.5 days.

The Governing Body will be made aware at this stage.

In receipt of another 10 cards the exclusion period will be extended to 3 days.

In receipt of another 10 cards the exclusion period will be extended to 5 days.

The record of behaviour will only be wiped clean at the end of the academic year.

Red Card

Issued to: _____ **Class:** _____

Issued by: _____

Date: _____ **Time:** _____ **Lesson:** _____

- Hurting a child
- Hurting an adult
- Damaging property with intent
- Defiance
- Verbal abuse towards a child
- Verbal abuse towards an adult
- Swearing
- Persistent low level behaviour
- Refusal to work
- Specific

Parent Signature _____

Please sign and return

Red Card

Issued to: _____ **Class:** _____

Issued by: _____

Date: _____ **Time:** _____ **Lesson:** _____

- Hurting a child
- Hurting an adult
- Damaging property with intent
- Defiance
- Verbal abuse towards a child
- Verbal abuse towards an adult
- Swearing
- Persistent low level behaviour
- Refusal to work
- Specific

Parent Signature _____

Please sign and return

Red Card

Issued to: _____ **Class:** _____

Issued by: _____

Date: _____ **Time:** _____ **Lesson:** _____

- Hurting a child
- Hurting an adult
- Damaging property with intent
- Defiance
- Verbal abuse to wards a child
- Verbal abuse towards an adult
- Swearing
- Persistent low level behaviour
- Refusal to work
- Specific

Parent Signature _____

Please sign and return

Red Card

Issued to: _____ **Class:** _____

Issued by: _____

Date: _____ **Time:** _____ **Lesson:** _____

- Hurting a child
- Hurting an adult
- Damaging property with intent
- Defiance
- Verbal abuse to wards a child
- Verbal abuse towards an adult
- Swearing
- Persistent low level behaviour
- Refusal to work
- Specific

Parent Signature _____

Please sign and return

Yellow Card

Issued to: Class:

Issued by:

Date: Time: Lesson:

Reason for Card:

Teacher Signature:

Yellow Card

Issued to: Class:

Issued by:

Date: Time: Lesson:

Reason for Card:

Teacher Signature:

Yellow Card

Issued to: Class:

Issued by:

Date: Time: Lesson:

Reason for Card:

Teacher Signature:

Yellow Card

Issued to: Class:

Issued by:

Date: Time: Lesson:

Reason for Card:

Teacher Signature:



St Giles' and George's Positive Behaviour Plan

Child's Name:

Defining Current Behaviour:		
Key Behaviour Difficulty:		
Frequency	Intensity	Duration
		The behaviour can last indefinitely unless addressed
Triggers:	What supports positive behaviour?	What impedes positive behaviour?
Planning the way forward:		
What skills does the pupil demonstrate?		
Who or what are significant influences over the pupil's behaviour?		
What is the pupil's view about present behaviour?		
Who is the most concerned by this behaviour?		
Our understanding of the problem:		
Parents/ perception of the problem:		
What we want to see instead:		
Strategies:		
Goals:		
•		
Changes to physical environment:	Key Staff:	
•		
Reactive strategies school: <i>ie what class teacher will do if inappropriate behaviour is observed</i>	Proactive strategies school: <i>ie what class teacher will do on a daily basis to minimise the likelihood that child will resort to challenging behaviour.</i>	
•	•	
Reactive strategies home:	Proactive strategies at home:	
•	• Ensure that Layton is aware that his behaviour at school will be followed up at home.	

	•
Rewarding Progress at school: •	Rewarding Progress at home: •
How can the pupil help?	
Outside agency involvement: None	
Monitoring Progress: Who: When: Weekly How will progress be shared with parents? Review Outcomes Date:	
Further details on any aspect of this policy and its implementation can be obtained from the school.	
REVIEWED : MAY 2019	
REVIEW DATE : MAY 2020	
Chair of Directors, Mr M Alcock :	
Date :	
Headteacher, Mrs C Pointon :	
Date :	