

**St Michael's CE Primary School
Sydenham**



Behaviour Policy

Agreed by the Governing Body on: October 2014

Signed (Chair): *Beryl Fielder*

Review Date: 2017

Behaviour Policy

Aims and expectations

The school's behaviour policy is designed to support our aim that we are a caring community where every member of the school community feels valued and respected, and that each person is treated fairly and that our values are built on mutual trust and respect for all.

Our one golden rule is **respect**. The school expects every member of the school community to behave in a respectful way towards others and to respect staff, to respect the children's learning environment, to respect the children's learning and education and to respect our God.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of respect, kindness and cooperation.

Treating children fairly

"There is nothing more unequal than the equal treatment of unequal people." *Thomas Jefferson*
Treating people fairly does not necessarily mean treating everyone the same (equal isn't always fair)

Criteria for fairness in the classroom

- Every learner will be challenged
- Every learner will invest the same amount of time in learning
- Every learner has the right to learn something new
- Every learner has the right to an equivalent amount of fun

St Michael's School uses the 'Good to be Green' system for behaviour.

EVERY MORNING ALL CHILDREN START ON GREEN, REGARDLESS OF WHAT HAPPENED THE PREVIOUS DAY.

Our aim is always to change disruptive behaviour in a positive way, e.g:

- catch them being good
- instead of responding to negative behaviour, praise good behaviour as a prompt for the child making wrong choices who will hopefully then change their behaviour,
- reward children for making the right choices when no-one is watching
- friendly reminders
- articulating what is good behaviour "well done to the children standing one behind the other being quiet as that is how we line up"
- moving children to a space where they would be more focused
- giving them a responsibility to allow them a bit more "movement" asking them to be a "helper", etc.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
(See *Anti-bullying Policy*)

Rewards for good behaviour

Our motto: “Catch them being good” and “make the right choices when no-one is watching”.

We would like to promote an ethos where children learning and acquiring knowledge are a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers verbally praise children and give children various rewards including stickers, class DOJOs and house points.
- At the discretion of the classteacher, children who produced outstanding work are sent to the Headteacher for a Headteacher sticker. This is for good quality work and at the discretion of the classteacher. No children are to ask to go to the headteacher for a sticker.
- We have weekly celebration worship where children are nominated for good effort, good values and being a star of the week. The parents of the children, who are nominated, will be invited by text on the Thursday to join the Celebration Worship on the Friday. The children's names will also be published in the newsletter.
- House Points. Teachers can award house points. The points will be calculated weekly and announced in the Celebration Assembly as well as the newsletters
- Privilege Cards: If a child earns a privilege card, they must bring the card to the Head, who will send a special St Michael's postcard home.
- Impeccable behaviour award: For impeccable learning, behaviour or attitude, children will receive a special St Michael's badge. This is at the discretion of the teacher and children must be sent to the head to receive this award with an adult or responsible child.
- At the discretion of the teacher, a class could earn Good Behaviour for Learning Time. This special time is for the children to enjoy and be creative, play board games etc. using some special things that are not used at any other time during the week. The class could lose minutes of this special time, but no individual child to miss this special time.
- At the end of half a term those children who have stayed 'green' will get a green pencil at the Celebration Worship. At the end of the year, the children who have been green all year, will get a good to green badge.
- We have a “no sweets and chocolate policy”, and therefore avoid rewarding children with sweets.

At St Michael's we follow the Restorative Justice Approach with the following procedures for inappropriate behaviour.

We use the word consequence rather than punishment.

Should a child make wrong choices and not respond to more positive strategies, then these steps are followed for **low level disruption**:

Step 1: A verbal warning “You need to think about your behaviour and make different choices”.

Step 2: Prior to giving a yellow card, the child will be given an opportunity to reflect about their behaviour (time out). In all classes there are designated reflection corners or reflection chairs, where the child will be asked to sit and reflect for a set amount of time (use of timer). Before returning to their desk, the teacher will have a discussion with the child to ensure the child has strategies to make the right choices.

Step 3: Persistent low level disruption despite verbal warning and reflection time will lead to a yellow warning card. A yellow card is a visual WARNING where the staff member who dealt with the incident explains to the child that they need to change their behaviour and earn their way back to green. A yellow card has no set consequences linked to it, however there is an expectation that the teacher spends 5-10mins speaking with the child helping them to reflect on the expected behaviour for learning at our school (outside of teaching time). This is where the adult engages in a discussion with the child about how they can make better choices NOT children just missing their playtime.

Step 4: Further disruptive behaviour, despite verbal warning and yellow card, could lead to a red card. **The expectation is that if teaching is good or better in class, giving out a red card would be very rare and therefore children should understand that it is a very serious offence.**

*No yellow cards are to be given out at playtimes or in corridors – see more details further in document

Procedures regarding red cards:

If a child is awarded a red card the teacher must complete the Red Card Record and the child must be sent to the Deputy Head teacher, or in her absence the Headteacher with the Red Card Record completed. At the infants a staff member could either call or text the Head or Deputy to come over or they could bring the child to the office. (SEE APPENDIX)

Steps:

- I Time is spent out of class/playtimes to complete the red card RJ record with a Learning Leadership Team (LLT) member*
- II Parents need to be informed of a red card. The LLT member who dealt with the incident will phone home/ send a letter to the parents or invite the parent for a meeting with the school staff.
- III RJ conference where consequences** are discussed and agreed as well as having the opportunity to make amends. Class teacher will then be informed of the outcome of the conference and where appropriate an email will be sent to inform relevant staff.

*Once they return to class, they stay on red as a reminder. If their behaviour improves dramatically they could move back to green, or if not, they stay on red until the end of the day at which time the teacher must encourage them to show improved behaviour the following day.

**Those consequences that are agreed at the RJ conference are final and there should be no additional 'punishments' given by any other member of staff.

High level of disruption

If the child performs a dangerous or deliberate action that shows no respect for property or person such as; biting, kicking, hitting, fighting, leaving the classroom without permission, entering areas not allowed, climbing over fences or the toilets' partitions, racist comments or bullying, then the child must be taken to a member of the LLT who, at their discretion, will give a red card. Red card procedures will then be followed. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

It is against our policy to give whole class 'consequences' e.g. keeping the whole class in at playtime.

Exceptions

At rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of children. These children should be referred to the Inclusion Manager and a specific behaviour plan will be implemented. The school will aim to work in co-operation with parents if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, Inclusion Manager and Head/ Deputy HT and Learning Mentors if needs be. If appropriate, the Inclusion Manager will refer to outside agencies such as New Woodlands.

In between times, e.g. moving between classes and playtimes – please avoid giving yellow cards

Communal areas:

The staff member who witnesses children making wrong choices must deal with it at that time by explaining our school rule, making it clear to them where they went wrong, how they can make amends and what they can do to make sure this does not happen again. Unless there was extreme language used or violence with a malicious intent, it will be assumed there will be no further consequences other than that intervention by the staff member who dealt with it.

Playtimes:

The staff member on duty must deal with the behaviour incident using the Restorative Approach. If it is a serious offence, such as an act of violence, a member of the LLT should deal with the situation. The LLT member will decide on an appropriate cause of action. Outside the classroom/ in the playground no yellow cards should be given and only members of LLT should hand out red cards.

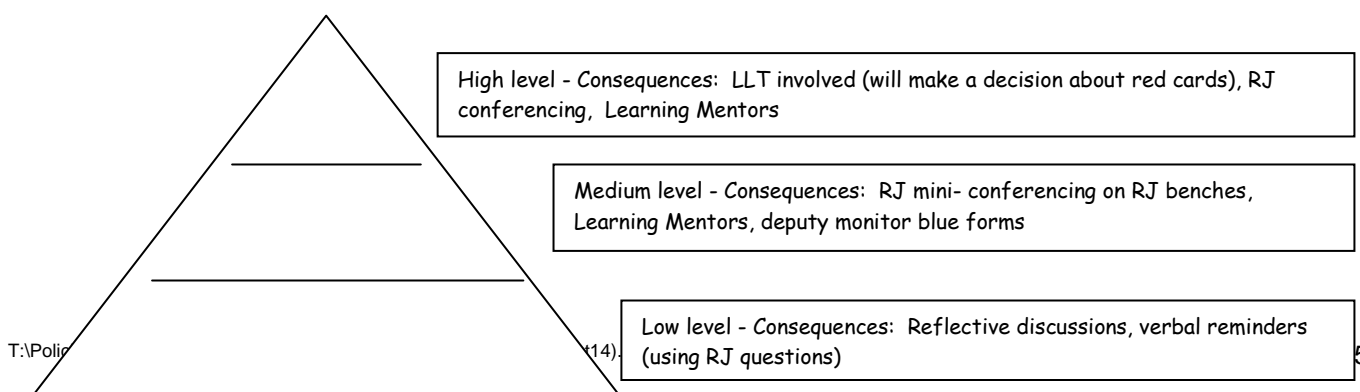
Behaviour such as disengagement in learning, homework not being completed does not warrant a red card – the teacher should find alternative strategies to engage and motivate the child in their learning.

Do's and Don'ts

- If the class teacher is not satisfied with the quality or quantity of work completed in class or at home and ask the child to redo and finish work at lunch-time, it should be completed under their own supervision. Children could also be sent to homework club on a Friday.
- No children should be asked to wait for teachers in foyer or be sent to the foyer as a punishment area. If teachers want to see children at lunch times it can't be before 12.30 and must be collected from OUTSIDE (children could be asked to wait at tree at 12.30).
- No child should be suspended or threatened to be suspended from representing sport teams and going on school trips without the teacher discussing the consequence with a member of the SMT.
- Children are not to be withdrawn from the curriculum area as a consequence unless it is due to health and safety risks, e.g. missing swimming only because their poor behaviour made it unsafe for themselves or others in the pool.
- Where children are disengaged in their learning, the teacher can speak to the Inclusion Manager or Headteacher, who in turn will decide whether it is appropriate to ask them to complete work under her supervision for a limited period of time.

Lunchtimes

Adults outside are responsible to work together to resolve issues in the playground using a restorative approach in an effort for the behaviour to be impeccable. There is common understanding that it is our responsibility to teach the children how to behave appropriately and support them to build their confidence to resolve the playground issues independently.



*At the infants one of the lunch time staff must take the role of RJ mediator

Children do make wrong choices at times, quite often when they get excited and competitive and that is our job to support them with making better choices, not punish them. Our aim is to change their behaviour so that they will make better choices in the future. That is why we follow the Restorative Justice approach where children are encouraged to reflect on their behaviour.

Low level at lunch times:

Play fighting/ “rough physical play” , teasing (e.g. snatching hats and running away), not sharing or not letting someone play, low level name calling, interfering with flow of play, bickering, running in and out of the building, football disagreement, not playing with the equipment properly, “dirty looks/cutting eyes” are not allowed. Adults on duty *must be proactive and intervene*.

Consequences for low level incidents:

- Play fighting/ rough physical play must be stopped by a staff member and they should be reminded that rough play may lead to incidents and therefore not allowed.
- The staff member on duty reminds the child or children of our expectations in the playground using the RJ questions to support the dialogue.
- After the conversation the adult must ensure that the child engages in a game that is safe and appropriate.
- It is the adult who saw the incident that must deal with the incident – it should not be delegated to the senior mealtime supervisor

Medium level at lunch times:

Persistent play fighting, very rough play, name calling, teasing
Hurting another child (possibly due to anger/ aggression*)
Being malicious and/or unkind
Damaging property*
Disruptive behaviour in dinner hall
Disrespect and disregard for adults

Consequences for medium level incidents:

- Ensure the incident is properly investigated – what you saw or heard is not always the full story. Ensure you investigate the FULL STORY before deciding on consequences.
- **Sent to reflective bench.** Adult must inform the **Learning Mentor** who will engage in an RJ conversation with the child and complete the **blue RJ sheet** with the child. The sheet will be given to the Deputy who will monitor the incidents and address where there seems to be a pattern of reoffending.
- Blue forms should NOT be used for low level disruptive behaviour

High level at lunch times:

Violent behaviour and deliberate action where the intention is to harm
No respect to property or person (including running away and hiding from adults)
Bullying

Consequences for high level incidents: The LLT member on duty will deal with the situation and **make a judgement whether their behaviour warrants a red card.** Should the child be given a red card, the LLT member dealing with the situation will ensure the class teacher knows and will follow the red card procedures. An incident report must be completed and the LLT member will use the Restorative Justice Approach.

Restorative Justice Questions

- What happened?
- What were you thinking at the time? And since?
- Who has been affected?
- How can we make amends?
- How can we make sure this doesn't happen again?

Exclusions

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

The role of outside agencies

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. At the start of the school year, parents, teachers and pupils sign the home/school agreement, which states that the family will 'support the school's policies and guidelines for behaviour'. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents as appropriate if we have any concerns about their child's behaviour.

If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. This will be done through the Quality and Standards Committee. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Quality and Standards Committee will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

St Michael's Red Card Record Sheet

Child's name:	Year:	Staff member handing a red card:
<i>Adult to complete</i>		
Did the child have a time to reflect?		
Was a yellow card awarded prior to the red card?		
Reason for red card		
Strategies put in place prior to giving red card		
	<i>Member of SMT to complete</i>	<i>(Name of SMT):</i>
Comments/Notes		
Has the parent been informed? What was their response?		
	<i>Learning Mentor to complete with child</i>	<i>(Name of LM):</i>
Discuss how behaviour has been since the red card.		
What did you do to make amends?		
What have you been doing differently to avoid receiving another red card		
Any other comments/notes		

Name of child:

Name of adult who dealt with situation:

Page 1	<i>Child to complete during temporary exclusion out of class or at play time</i>
What has happened?	
What were you thinking at the time?	
What have your thoughts been since?	

Name of child:

Name of adult who dealt with situation:

Page 2	<i>Child to complete during temporary exclusion out of class or at play time</i>
How has this affected you and others?	
How can you make amends?	
How can we make sure this does not happen again?	