

# St. George's C of E Primary School Semington



## **Behaviour Policy**

January 2017

*Review: 2019-2020*

# Behaviour Policy

*This policy is written in accordance with Section 89 of the Education and Inspections Act 2006.*

## **Our Behaviour Principles Statement:**

### **Principles**

St. George's Primary School is a Church of England Primary School. As such, the Governing Body believe that the Behaviour Policy should be underpinned by the Christian ethos of and vision for the school.

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community are important, valued and cared for. All will benefit from opportunities to be inspired, learn and grow as individuals. This will enable everyone to reach their full potential and be prepared for what the future may bring.

**At St. George's School we show love, hope, respect and courage.**

### **Statement in Practice**

The Behaviour and Discipline Policy, based on Christian values, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement, celebrate success and to set clear expectations that all members of the school community know and understand. They also recognise that, on occasions, sanctions are necessary to:

- demonstrate that misbehaviour is not acceptable;
- express the disapproval of the school community;
- deter other pupils from similar behaviour;
- ensure the health and safety of the whole school community.

It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the Behaviour and Discipline Policy to be followed in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

### **Contents of the Policy**

The Behaviour and Discipline Policy should include the following:

- The school's expectations, core values;

- Examples of behaviour to be encouraged;
- Examples of inappropriate and unacceptable behaviour;
- A clear explanation of the systems of consequences - Rewards and Sanctions;
- An outline of Exclusion procedures (as presented fully in the Exclusion Policy).

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school. Whilst recognising that these are extreme measures, to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

This statement has been drawn up by Governors in consultation with staff, parents and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

### **Our Christian Ethos**

We will strive to ensure that every child is valued as a unique individual who has been created in the image of God. Our Christian values of love, hope, respect and courage will form the foundation of everything we do in school. Our Christian ethos will be demonstrated in the main through the relationships that people have with each other here, between adults and children, adults and adults and children and children.

### **Aims**

We believe that our Behaviour Policy should:

- Reflect the Vision Statement and Ethos Statement of St. George's Primary School
- Promote high standards of behaviour throughout the school
- Encourage pupils to value themselves and others by respecting rights and tolerating difference
- Help children to understand that the purpose of rules is to enable members of the school community to live and work in peaceful cooperation
- Help children to reflect on their behaviour and to develop a clear understanding that their behaviour is their own responsibility
- Enable us to work in partnership with parents so that together we can encourage appropriate behaviour
- Encourage pupils to resolve difficulties in peaceful ways

### **Rationale**

Alongside our Behaviour Principles Statement (which is laid out at the beginning of this document) we also believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

***Responsibilities of Pupils:***

- To treat others with consideration and respect;
- To listen when others are speaking;
- To follow instructions from teachers and other members of staff;
- To sort out difficulties without making matters worse;
- To ask for help when needed;
- To do their best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

***Rights of Pupils***

- To be able to learn to the best of their ability;
- To be treated with consideration and respect;
- To be listened to by adults in school;
- To know what is expected;
- To feel safe;
- To be treated fairly.

***Responsibilities of Staff***

- To create a safe and stimulating environment in which pupils can learn;
- To treat pupils with consistency and respect at all times, without regard to race, gender or ability;
- To communicate with parents.

***Rights of Staff***

- To be treated with respect by pupils, parents and colleagues;
- To be able to teach without unnecessary interruption.

***Responsibilities of Parents***

- To support school rules and guidelines;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their children have the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child.

***Rights of Parents***

- To know that their children are safe;
- To be sure that their children are treated fairly and with respect;

- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

### **Organisation**

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our policy. The major emphasis in our Behaviour Policy is upon expecting, noticing and praising positive behaviour.

All children will be expected to demonstrate:

#### ***Our Core Christian Values***

- Love
- Hope
- Respect
- Courage

***The other Christian values*** that we explore on a 3 year rolling programme, mainly through worship.

Courage	Creativity	Peace
Trust	Forgiveness	Justice
Thankfulness	Friendship	Hope
Compassion	Truthfulness	Humility
Generosity	Respect & Reverence	Wisdom
Perseverance	Service	Responsibility

#### ***Playground Golden Rules***

- Play together and choose games which don't hurt others
- Let other children get on with their own games
- When the first whistle blows, stops and listen. Show respect to all adults and children by listening to them when they are speaking

#### ***Class Golden Rules***

- These are decided by each class at the beginning of each year in line with our Core Values

All rules are reflected on and discussed regularly through worship, PSHEE, by School Council and in other class time.

### **Procedures**

The Executive Headteacher and Head of School are the named person responsible for Behaviour across the school.

We have a whole school system of consequences for choosing to demonstrate our values and follow our school rules. This is taught to the children when they start school and continues throughout the school.

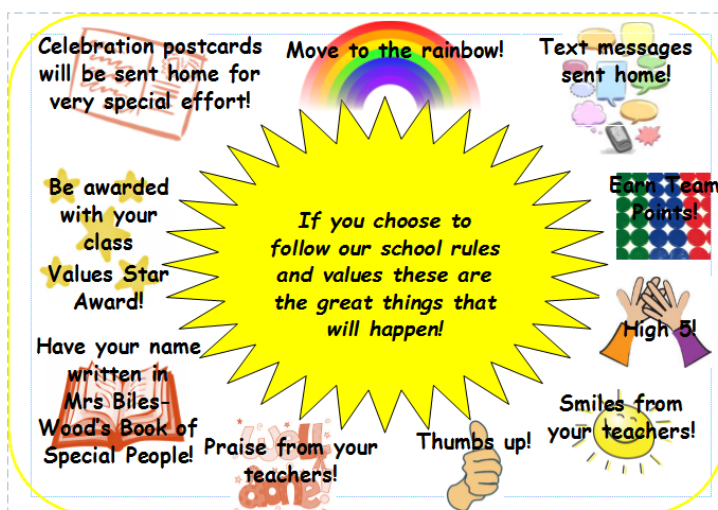
### Valuing appropriate behaviour

At St. George's Primary School we value appropriate behaviour and we communicate this to children through praise. Such praise or rewards must not be confused with bribery (which is defined as offering inducements for somebody to behave immorally).

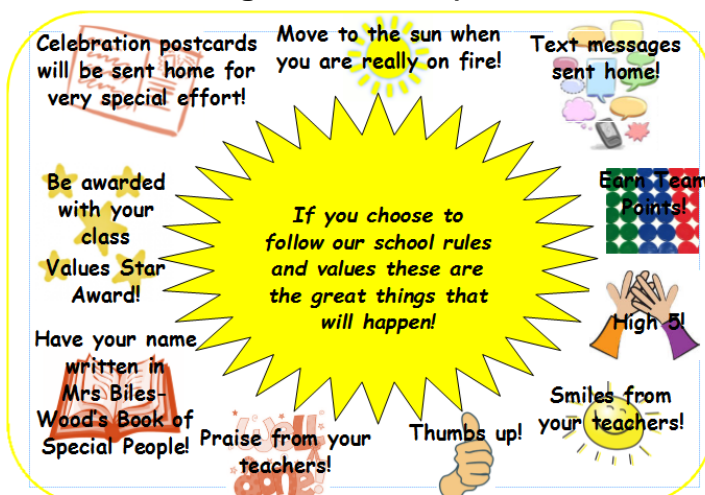
Material rewards (such as cups and trophies, house points, stickers, certificates) are awarded for appropriate social behaviours as well as academic effort or achievement. Children are praised and rewarded consistently for demonstrating of our Christian Values.

The following show the rewards that children will enjoy when they choose to follow our school rules and demonstrate our values:

### Duckling Class (Reception & Year 1)



### Swan Class & Kingfisher Class (Year 2, 3, 4, 5 & 6)



### Clarification:

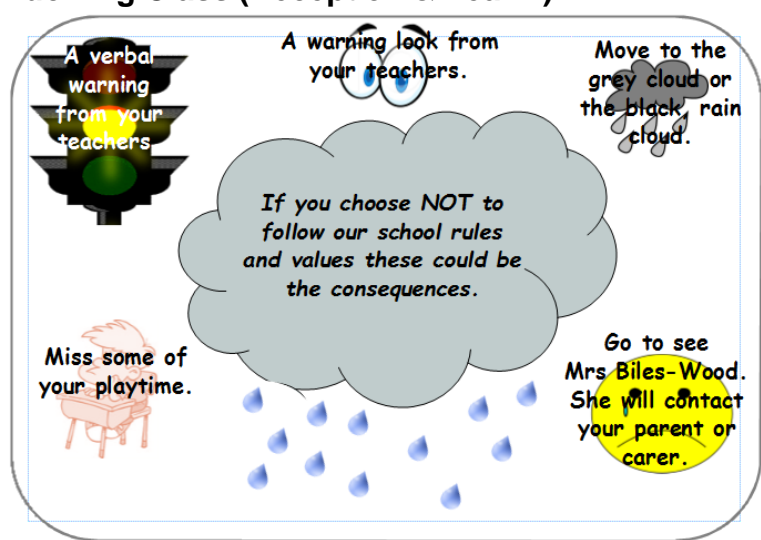
- **Team points** – Each child is placed in a team, **Red**, **Green** and **Blue**. Children can earn points for their house by demonstrating our school values – good work, good effort, positive attitudes, kindness, showing respect, etc. These are totalled each week by the year 6 children and celebrated in Celebration Assembly each week. We have a House Champions cup which is in the assembly each week.
- **Values Star Award** – a member of each class will be awarded with their class Values Star Award each week. This is awarded for continuously demonstrating our school core Christian values – showing love, hope, respect and courage.
- **Moving to the Sun (Year 2- 6) / Rainbow (Reception & Year 1)** – each class has the same system for encouraging children to behave well and to demonstrate our school values.

### Discouraging anti-social behaviour

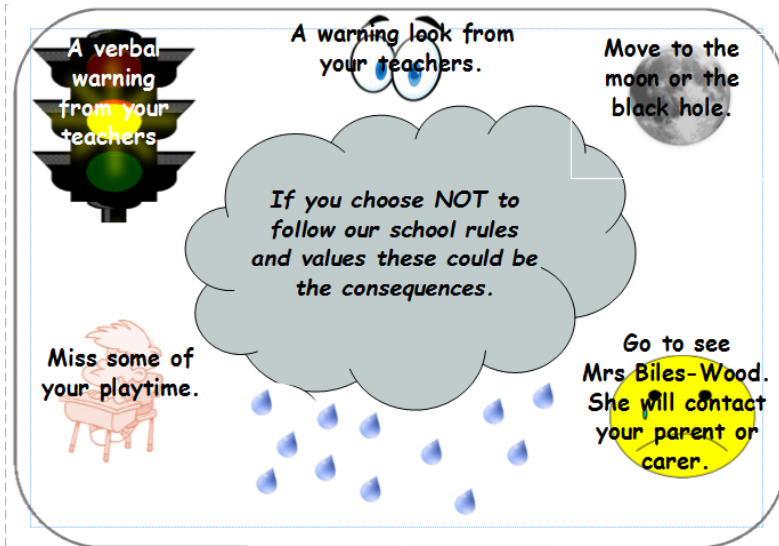
For effective learning to take place a quiet, yet firm, insistence on high standards of behaviour needs to be established at all times. We recognise that children achieve success in learning social behaviour at different rates. All staff take care to ensure that children are shown respect at the same time as rejecting the bad behaviour... it is the behaviour that is rejected NOT the child. Children's self-esteem can be maintained if sanctions are seen to be fair and just.

The following show the sanctions which children will receive if they choose not to follow our school rules nor demonstrate our values:

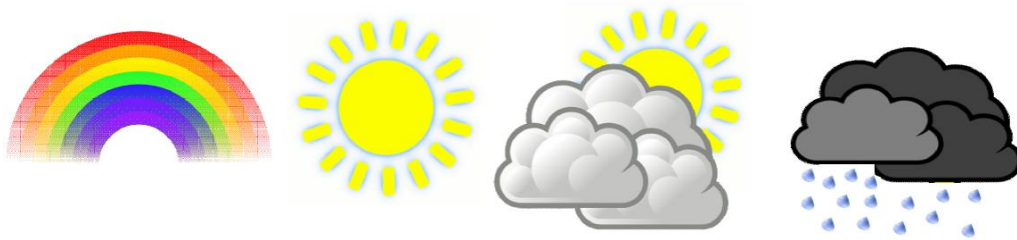
### Duckling Class (Reception & Year 1)



### Swan Class & Kingfisher Class (Year 2, 3, 4, 5 & 6)



## Duckling Class



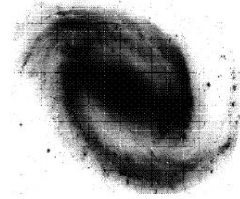
All children start the day on the sun. Those children working and behaving above and beyond expectations will move to the rainbow which will be celebrated in school.

Those not working and behaving as expected will move to the cloudy sun. They can make improvements to their attitudes or behaviour and move back to the sun within minutes if they choose. However, if they are still on the cloudy sun by the end of a session (playtime, lunch time or the end of the day) they will miss a playtime. Missed playtimes will be spent in classrooms in silence, supervised by the Class Teacher or Teaching Assistant. It is expected that children who have missed a playtime will work very hard to get back to the sun in the following session.

After moving to the cloudy sun, if a child continues to behave badly or chooses not to demonstrate our school values, they will move to the black rain cloud. This will happen rarely. If a child moves to the black rain cloud they will immediately be sent to the Head of School. The Head of School will contact the child's parent you to inform them of what has happened. This will be in the form of a phone call or a note sent home. If a parent receives a note they are requested to sign it to confirm that it has been read and send it back to school.

## Swan and Kingfisher Class





This will work in exactly the same way as Foundation Stage and Lower School using the above symbols: All children start on the stars, move to the sun when they are 'on fire' and then to the moon or even the black hole if things are not going well.

All parents are welcome to come into school to discuss the above procedures and strategies with their child's class teacher or with the Head of School.

### **Teaching appropriate behaviour**

This behaviour policy sets out the expectations of being a member of the school community. Social and interpersonal behaviours are taught like other learned behaviours such as learning to read, to write, to spell, etc through PSHEE and through individual programmes with children.

All staff are in agreement about expectations for children. Children are clear about these expectations to prevent some pupils being unsure about what behaviour is appropriate, and what is not. Children who struggle with this are provided with additional intervention. These fundamental expectations, shown through our Core Christian Values clear consequences charts, apply to adults and children alike throughout the school community.

### **Break Time Behaviour**

Incidents of bad behaviour at lunch or play time will be reported to the child's class teacher at the end of lunch if it has been dealt with outside. Children involved in more serious incidents will be sent in during break or lunch time for their behaviour to be dealt with and followed up by a member of the Senior Leadership Team.

Children who are involved in serious or repeated cases of bad behaviour outside will miss parts of or whole lunch breaks. They are supervised in "The Lunch Room" by a member of the Phase Leadership Team. These children are recorded in the Lunch Time Room book which is kept in the staff room.

### **Behaviour Records**

Bad behaviour is recorded in the Behaviour Log which is kept in the Head of School's office.

### **Health and Safety**

Children who present a Health and Safety risk to themselves or others will be removed from the situation immediately.

### **Working with Parents**

This policy is made available to parents on our website and guidelines about our school behaviour strategies and principles are shared with them every year. We acknowledge that managing behaviour in school is more likely to be effective if schools can work with parents in partnership. School staff will work closely with parents when managing poor behaviour.

### **Exclusion**

Serious misbehaviour may result in fixed-term or permanent exclusion. (Please see exclusions policy for more details).

### **Special Areas of Concern**

#### ***SEN:***

Difficult behaviour may be linked with Special Educational Needs. Children in this situation may have an Individual Behaviour Plan drawn up in consultation with the child, class teacher, Special Educational Needs Coordinator and parents. This may lead to the involvement of outside agencies, e.g. Educational Psychologist, Behaviour Support Team.

#### ***Physical Restraint:***

Physical restraint will only be used if there is an immediate risk to the child or another person. The method of restraint used will use minimum force for minimum time, will be recorded on an Incident Form and will follow Wiltshire County Council Policy, own school's procedures and Guidance on the Use of Physical Restraint in Schools. (Appendix Bi)

#### ***Bullying:***

All members of the school community will be made aware that bullying is unacceptable at all times.

Bullying constitutes repeated or continual abusive behaviour whether that be emotional or physical. This includes hitting, kicking, name calling, taunting, threats, being excluded from groups, etc. Occasional unkind behaviour will not be regarded as bullying and will be subject to the normal sanctions for misbehaviour.

Victims and witnesses will be encouraged to talk to an adult about what has happened. Any issues arising will be addressed and discussed during Circle Times.

All children involved in an incident of bullying will be asked to describe the incident in their own words as soon as possible after it happens and notes will be taken. These will be kept by the Head of School as records of incidents.

If the incident is proven to be bullying the Head of School will inform the parents of all concerned, invite them into school for a discussion of the situation, inform them of what is to be done about the incident, offer help, support and feedback and add records of the correspondence to the incident log. (See anti-bullying policy for further details)

#### ***Racist Behaviour:***

Any racist behaviour, including racist name-calling or racist comments, is unacceptable at all times and will be dealt with severely. In the event of a racist incident the Head of School will inform the parents of all concerned invite them into school for a discussion of the situation and record the incident in the racist log and on the detailed racist incident form (Appendix A) which is kept in the Head teacher's office. (See Racial Equality Policy for further details)

### ***E-Safety***

Children will be taught how to use the Internet and other technological equipment safely, responsibly and sensibly in school and outside school. The school leadership will follow this policy when dealing with incidents relating to behaviour involving E-Safety. Incidents involving behaviour and E-Safety (eg. Cyber-bullying) which take place outside school and are reported to a member of staff will also be dealt with in accordance with this and the Internet E-Safety Policy. (See Internet E-Safety Policy for further details)

### **Supporting Documentation**

- Exclusions Policy
- Policy and Guidance on the Use of Physical Restraint in Schools
- Racial Equality Policy
- Anti-Bullying Policy
- Physical Restraint (Legal Position) Appendix Bii
- Internet E-Safety Policy

## Appendix A

St. George's School			Racial Incident Recording Sheet		
Name of Victim			Name of Perpetrator		
Gender		Male/Female	Gender		Male/Female
Class	Year	Age	Class	Year	Age
Ethnic background			Ethnic background		
Date of Incident		Person reporting		Signed	
Type of Incident – select one or add details					
Physical assault	Provocative behaviour	Verbal abuse or threats	Damage to a persons' property	Derogatory name calling	Racist materials
Ridicule of cultural differences	Inappropriate form of address	Refusal to co-operate/shunning	Attempts to recruit to racist organisations	Racist comments in lessons	Other – please specify
Details of incident (including views of those involved and event leading to the incident (continue over)					
Action taken by reportee					
Victim			Perpetrator		
Further action by senior manager/class teacher					
Victim			Perpetrator		
Parental Involvement					
Victim			Perpetrator		
Date			Signed		

## **Appendix Bi**

### ***Physical contact***

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. Teachers and other staff do however have the right to use reasonable physical force to restrain pupils in certain circumstances.

Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehavior unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

### **Where physical contact may be acceptable**

There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the head teacher.

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil they should make a written report of the incident in the form prescribed by the school's policy on restraint.

Guidance can be found in:

## **Appendix Bii**

Circular 10/98, **Section 550A of the Education Act 1996: The use of force to control or restrain pupils.**

### **Section 550A of the Education Act 1996**

9. The section allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils (see paragraph 11 below), to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
  - injuring themselves or others;
  - causing damage to property (including the pupil's own property);
  - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
10. The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

#### ***Authorised Staff***

11. The Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Head teacher to have control or charge of pupils. Those might include classroom assistants, care workers, midday supervisors, specialist support assistants, education welfare officers, escorts, caretakers, or voluntary helpers including people accompanying pupils on visits, exchanges or holidays organised by the school.
12. Head teachers should identify people whom they wish to authorise to have control or charge of pupils and therefore be able to use force if necessary. Authorisation may be on a permanent or long term basis because of the nature of the person's job, or short term for a specific event such as a school trip. The Head should explicitly inform the people concerned, and ensure that they are aware of and properly understand what the authorisation entails. Identified persons should have received training. The Headteacher should keep an up-to-date list of authorised people and ensure the teachers know who they are.

#### ***Action in self-defence or in an emergency***

13. Section 550A does not cover all the situations in which it might be reasonable for someone to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of Section 550A is to make it clear that teachers, and other authorised staff, are also entitled to intervene in other, less extreme, situations.

#### **Types of Incidents**

14. There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;
- b. where there is a developing risk of injury, or significant damage to property;
- c. where a pupil is behaving in a way that is compromising good order and discipline.

**15. Examples of situations that fall within one of the first two categories are:**

- A pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

**Examples of situations that fall into the third category are:**

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

**Reasonable Force**

16. There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

**17. There are two relevant considerations:**

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

18. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.