

Staining CE Primary School



Behaviour Policy

Reviewed By:	Jennifer Shoulders
Date:	11 December 2017
Submitted to Governors	13 December 2017
Approved by Governors	
To be reviewed:	January 2020

At Staining CE Primary School, we have five key values that permeate all aspects of school life. They are:

- Work Hard
- Aim High
- Show Respect
- Be Kind
- Teamwork

Through actively promoting, teaching and prioritising these values across all aspects of school life, we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring school. These values are underpinned by our Christian values and it is through the teaching of these that they become meaningful to the children.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school values are actively taught through 'thinking Tuesdays', class worship, whole school worship and, where appropriate, on an individual basis by a teacher or our learning mentor. By doing this, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Rewarding Good Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children.
- Staff give individual children house points linked to the school values.
- Every week, pupils nominate someone in their class for the lion award. Our pride of lions each week are celebrated for upholding our values of be kind, show respect and team work.
- Each week, the teachers choose someone from their class to receive the 'work hard' and 'aim high' awards.
- 'Star of the Week' is awarded to a child from each class for consistently demonstrating all our values and being a star!
- Positive comments and stickers are put in the children's books.
- At the discretion of the class teacher, children who produced outstanding work are sent to the Headteacher for a Headteacher's award.

Dealing with Unacceptable Behaviour

At Staining, we follow the Restorative Justice Approach with the following procedures for inappropriate behaviour. See appendix for restorative justice guidance.

We use the word consequence rather than punishment

In Learning Environments

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 areas, 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. 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. A record of this yellow card will be made by the class teacher on the school's behaviour log.
Step 4	Step 4: Further disruptive behaviour, despite verbal warning and yellow card, could lead to a red card.
n.b	*No yellow cards are to be given out at playtimes or in corridors - see more details further in document.

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.

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 his absence the Headteacher with the Red Card Record completed.

Step 1	Time is spent out of class/playtimes to complete the red card restorative justice record with an adult.
Step 2	A restorative justice conversation will take place where consequences will be discussed and agreed and there will be the opportunity to make amends. Class teacher will then be informed of the outcome of the conference.
Step 3	The parents of children involved will be informed by the member of staff leading the conversation.
	**Consequences that are agreed at the RJ conference are final and there should be no additional 'consequences' 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, racist comments or bullying, then the child must be taken to a member of the Senior Leadership Team 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.

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.

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 values, 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.

Do's and Don't's:

- If the class teacher is not satisfied with the quality or quantity of work completed in class or at home, it should be completed under their teacher's supervision at lunchtime or breaktime or may be sent home for completion.
- Children should not be asked to stand outside classrooms - they should be directed to the reflection area inside their own class or a partner classroom if they require a 'time out' space.
- No children should be asked to wait for teachers in office or be sent to the office as a punishment area.
- 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 the Headteacher.
- 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 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 Deputy Headteacher or Headteacher, who in turn will decide whether it is appropriate to ask them to complete work under his or her supervision for a limited period of time.

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 SLT should deal with the situation. The SLT 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 SLT should hand out red cards.

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.

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 swiftly*.

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.

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. **Listen** to all involved
- Sent to reflective bench. Adult must inform the SLT or 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 kept by the SLT who will monitor the incidents and address where there seems to be a pattern of reoffending. (see appendix)
- 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 SLT 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 SLT 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 SLT member will use the Restorative Justice Approach.

Exceptions

On 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 Headteacher 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 staff. If appropriate, school will refer to outside agencies for behavioural support and advice.

Behaviour Reports (see Appendix)

In order to help children who struggle to regulate their own behaviour, the school will issue behaviour reports at the discretion of the SLT. These reports may be used after a child has displayed frequent low/mid-level infractions OR after a high-level incident. The reports are designed to work with the restorative justice ethos and enable all parties (parents, children, school) to work together with the shared goal of educating the child and altering negative behaviours to positive behaviours. The reports are tiered and failure to successfully complete one report will lead to the subsequent report. Please note, a child may be placed on any level of report depending on the severity of behaviours.

The reports have three levels:

- Green - This is a report based on drawing attention to positive behaviours and using RJ approach to deal with negative behaviours. It will be signed by parents and the class teacher every day.
- Amber - This report will be signed by the child's phase leader and both positive and negative behaviours will be reflected upon for approximately 5-10 minutes at the end of each day. Parents will then be contacted to evaluate the day.
- Red - This report will be signed by the Deputy Headteacher or the Headteacher. If a child has made it to red report, they are at serious risk of exclusion and strategies that have been put in place have failed. In exceptional circumstances, school may seek assistance from outside agencies where necessary (see above).

The targets for each report will be based on an Individual Behaviour Plan (IBP). Every child on report will have an IBP in place and the contents of which should be discussed via a meeting with the child and the child's parents or carers. The IBP will be evaluated on a Plan, Do, Review, Assess process and may be amended at any time. The use of school's Learning Mentor will be employed as required. This may be for nurture purposes or SEMH purposes.

Bullying, Racism and Homophobic Behaviour

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Staining CE Primary School is committed to building a community based on British Values, mutual respect and understanding.

The school recognises that all members of its community, pupils, parents and staff, of which ever racial group or background, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality, and national or ethnic origins including religion and language.

Homophobia includes all practices and procedures that discriminate against people because of their sexual orientation or relationship/ dress preferences.

Such incidents in school are those which are perceived to be bullying, racist or homophobic by the victim or any other person. These incidents will be investigated by the school and can take numerous forms:

- Verbal abuse and threatening behaviour - derogatory name-calling, insults, jokes, threats, inappropriate and/ or offensive language
- Offensive comments - comments in the course of lessons, ridicule of an individual's cultural differences e.g. food, music, dress, language or preferences
- Physical assault - because of their colour, race or ethnicity, personal preferences Damage to property - racially motivated
- Graffiti
- Discriminatory behaviour - refusal to co-operate with others due to their ethnic origin or sexual preferences.

Such incidents are unacceptable and will not be tolerated. Perpetrators of such incidents will be disciplined in accordance with school sanctions depending on the severity of the incident.

When such incidents are witnessed or alleged, students, staff and parents are advised and urged to notify the Headteacher. Parents of both the victim and the perpetrator will be notified that an incident has occurred and the incident recorded accordingly, this will be forwarded to the appropriate authorities.

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.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

Power to use reasonable force

All members of staff have the legal power to use reasonable force. Staff will physically separate pupils found fighting. Reasonable force will only be used to control or restrain a child to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In such incidents, staff will always seek the support of the Headteacher and learning mentor or SLT if they are not available.

Conduct outside the school gates

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil of the school

Blue Form - 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?

Restorative Justice has a script that is followed. Briefly the basic questions asked by staff are:

What happened? (What happened from your perspective?)

What were you thinking when ...? (Thoughts influence actions)

What were you feeling when ...? (Emotions influence actions)

Who has been affected by...? (Empathy)

What do you need now so that we can move on? (Needs and unmet needs)

How can we address everyone's needs together? (Collective responsibility for problem solving and decision making)

Staining CE Primary School Restorative Justice Guidelines

At Staining, we have adopted restorative justice practices in order to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. In creating active and independent children with the necessary skills to make informed decisions, our pupils will develop the necessary skills to lead successful and happy lives.

It is important to note the shift from traditional punitive methods:

Shift One

From...	To...
Efforts to suppress misbehaviour blamed on failing pupils or classrooms.	Recognising and using the value of misbehaviour as an opportunity for social and emotional learning.
Authority driven disciplinary actions that focus only on the identified misbehaving pupils.	Restorative circles that bring together everyone who is most immediately affected by the incident.
Punishment and exclusions is used to control misbehaviour and motivate positive behaviour changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

We accept that troublesome behaviour does take place, however, when pupils are challenged to 'make things right', it is a powerful learning experience.

Shift Two

The authority figure does not decide guilt or assign punishment. Instead, they act as a facilitator in the circle dialogue. Consider the difference in outcomes between the traditional punitive approach and the restorative approach: the first breeds resentment, alienation, shame and often the fear of authority; the second builds empathy, responsibility and helps restore relationships.

Shift Three

Moves the focus of responsibility from the leaders/ experts and onto the pupil community itself through restorative circles.

When necessary, counselling and similar strategies will be used to tackle specific problems that are deemed unsuitable for restorative circles.

The restorative approach is based on four key features:

- RESPECT and acceptance of own and others' opinions
- RESPONSIBILITY: Taking responsibility for your own actions
- REPAIR: Developing the skills within the school community so that individual members are able to identify solutions that repair harm and ensure behaviours are not repeated

- RE-INTEGRATION: Working through a structured, supportive process that aims to solve the problem

A restorative approach will:

- Build empathy
- Enhance responsibility and accountability
- Support positive behavioural change and the strengthening of relationships

Our school values are:

Be Kind:

Show Respect:

Work Hard:

Aim High:

Teamwork:

Our Christian Values are:

Service Compassion

Reverence Humility

Courage Endurance

Creation Hope

Friendship Forgiveness

Restorative Questions

These will be used when an incident has taken place. During restorative circles, children will explore these questions and how they impact upon all members of the school community. These may be recorded on a blue form - see above

When Confronting Behaviour...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When Someone has been Harmed...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Circles - During a circle dialogue, the problem and its impacts are explored and the group comes up with ideas on how to make things right. Usually this means pupils, who were the source of the trouble, take specific actions that address the consequences of their choices. Restorative circles invite shared power, mutual understanding, self-responsibility and effective action.

Rules:

- Take turns when talking - it may be a good idea to use a talking item
- Use proper body language (no yawning, slouching, tapping shoes, etc..)
- Show proper empathy (laugh when appropriate, be sad when appropriate)
- Don't devalue others
- What's said in the circle, stays in the circle (builds trust)- Be mindful of others
- Be honest

Rewards - Intrinsic awards of pride, happiness and feelings of deep satisfaction are the school's primary goals. Class Dojo is an important tool for celebrating the pupil's achievements with parents and is used to create feelings of pride and deep satisfaction for pupils who have demonstrated our school values.

Extrinsic awards are also used, where appropriate, to complement intrinsic rewards and may include:

- Dojo/ House points
- Head teacher certificate
- Weekly celebrations certificates

Green Preventative Report
(Stage One - Help behaviour/attitude to learning)

*Please give a tick or a cross for each session. If a cross is awarded, please state reason why

Day	Registration	Guided Reading	English	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Assembly	Signed	
										Teacher	Parent
M											
T											
W											
Th											
F											

Amber Report

(Stage Two- Behaviour/Attitude continues to cause concern)

*Please give a tick or a cross for each session. If a cross is awarded, please state reason why

Day	Registration	Guided Reading	English	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Assembly	
									Phase Leader	Parent
M										
T										
W										
Th										
F										

Red Report

(Final Stage - Behaviour/Attitude is causing serious concerns)

*Please give a tick or a cross for each session. If a cross is awarded, please state reason why

Day	Registration	Guided Reading	English	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Assembly	
									Head	Parent
M										
T										
W										
Th										
F										