



Behaviour Policy

Required Review Frequency	2 years or sooner if HT requests
Next Review Due:	September 2018
Committee Responsible:	Curriculum and Standards Committee
Document Location	School

Version	Approved By	Date of Approval	Key Changes
1.1	FGB	07/12/2016	Addition of Behaviour Ladder as appendix

Rationale:

The ethos and values which underpin our Western civilisation stem from our Christian heritage which has provided a code of morals and behaviours by which to live. Over time these may change, however in order for our society to flourish everyone needs to adhere to its values and behave in an acceptable manner. Thus for children to become responsible citizens they need to learn socially acceptable ways and demonstrate them in their daily lives.

Aims:

At St Helen's we aim to create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. Good pupil behaviour is fundamental to each child's happiness, well being and successful learning. Thus all staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience at St Helen's.

Rights, Rules and Responsibilities:

We believe that all children have the right to develop their potential and to be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and are split into three areas: whole school, the classroom and the playground. It is the responsibility of everyone, both child and adult to assist in the promotion of socially acceptable ways. For their rights to be maintained, children have to take responsibility of following the rules. If children break the rules they need to understand that they have chosen do this and therefore must accept the consequences of their actions.

Consultation:

The following groups were consulted in the production of this policy:

Staff, Pupils, Parents and Governors

Guidelines:

A) In order to encourage our children to behave in a socially acceptable way, staff must model good behaviour by:

- Treating all children and adults with respect and speaking politely
- Praising children's efforts and achievements as often as they can
- Explaining to children what they should have done or said when they got it wrong
- Telling parents about their child's efforts and achievements
- Avoiding using critical or sarcastic language
- Promote self confidence in the children

B) We believe that children should be expected to:

- Treat other children and adults with respect
- Speak politely to other people
- Take good care of property and the premises

C) The staff will promote good behaviour through the use of:

- Teaching of Christian values through the school's ethos and curriculum
- Modelling good behaviour
- Using PSHE lessons and the SEAL programme (Social, Emotional Attitudes to Learning)
- Pupil involvement in setting school/class rules
- Playtime rules agreed with the children
- Providing opportunities for children to take on responsibility
- The School Council discussing issues
- Taking part in the National Anti-bullying Week
- Recognising and acknowledging good behaviour: noting when it happens
- Awarding of praise certificates, stickers, house points, marbles in jar, etc
- Weekly Celebration Assemblies
- Providing class/group rewards e.g. Golden Time

D) The following behaviours are not acceptable:

- Use of rude or unkind language including racism
- Lack of respect for others and property
- Deliberate dishonesty
- Hitting, kicking, biting or other such violence
- Bullying of any kind

E) Should unacceptable behaviour occur:

The following staged behaviour plan should be followed:

Stage One

The child will be given a verbal warning about their behaviour.

Stage Two (Orange card)

The child will be reminded about acceptable behaviour and given an orange card.

Stage Three (Yellow card)

The child will be told that their behaviour needs to change and they will be shown a yellow card. There will be some sanction as a punishment, e.g. having to lose some playtime.

Stage Four (Red card)

If the inappropriate behaviour continues then a red card will be shown which means that the pupil must leave the lesson and go and work in another classroom. At the end of the lesson the child will report to the most senior teacher present and a sanction such as loss of play time will be carried out. The child's parents will be informed.

F) Severe Clause

However, there are some occasions when it is necessary to apply the severe clause:

- A child will automatically be sent to the Head Teacher (or in his absence the most senior teacher) for these serious breaches of the Behaviour Policy:

Rudeness to staff, verbal abuse, violent behaviour, bullying, including racism or an equivalent infringement of equal opportunities; wilful damage to property.

The Head Teacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with.

- In some cases, children who show persistent inappropriate behaviour (or children for whom the above systems do not seem to work), will be supported through an Individual Education Plan (IEP), an Individual Behaviour Plan (IBP), a Pastoral Support Plan (PSP) or a Single Assessment Framework (SAF) as part of the school SEN (Special Educational Needs) Policy.
- Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion.
- When a child is in danger of being excluded because of on-going or deteriorating behaviour, a PSP is created for that pupil. The plan is written with the cooperation of the pupil, parents, teacher, SENCO/HT and other relevant agencies. The existence of a plan will automatically place that child on School Action Plus of the SEN register and advice will therefore be sought from outside agencies, such as Behaviour Support.

G) Praise and Rewards

We believe that rewards are essential for the promotion of positive behaviour within school. Praise for behaviour is as important as praise for high attainment. Praising students will raise their self-esteem, help them to learn to accept praise, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

At St Helen's, this includes:

- Receiving a 'postcard home'
- Award of house points
- Stickers and stamps
- Certificates as part of our celebration assembly
- Verbal praise

Monitoring and Evaluating:

- Both pupils and parents will be surveyed for their views on behaviour at school on an annual basis so as to provide evidence of the effectiveness of the policy
- The SLT will report on the effectiveness of the policy to the Governors on an annual basis

Related Policies:

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Physical restraint
- Lunchtime procedures
- Equalities
- Safeguarding
- Home-school Agreement
- Equal Opportunities
- Acceptable Use

This policy has been subject to an Equality Impact Assessment. As each child is unique and has specific needs this policy will be differentiated to meet individual needs.

Appendix 1 – In-class Behaviour Chart

Example of KS2 behaviour chart linked to house points;

