



St Saviour's Behaviour Policy

Ratified: Autumn 2021 Next Review: Autumn 2022

St. Saviour's biblical vision is Romans 12 vs 2: 'Let God transform you into a new person by changing the way you think.'

We are committed to inspirational Learning for the children of the 21st century embedded with Christian Values

At St Saviour's, we believe that all pupils have the right to learn in a supportive, caring and safe environment.

Through our Christian Values, our school community embraces individuality and celebrates those qualities which makes us all unique.

Our **Behaviour Policy** has been created to communicate to the school community our expectations and the manner in which we aim to move the school towards achieving our vision. It provides opportunities for reflection to enable the children to transform their thinking in line with their behavioural choices in order that they understand and take ownership over wiser choices in the future. Reflecting our vision, the policy is based on our commitment to reconciliation and forgiveness. These are essential in our approach as they build bridges, create a peaceful common future and sustain peace

Christian Values

Our Christian Values underpin our whole school approach towards behaviour.

St Saviour's core values are: **faith, forgiveness, respect, truth, love, tenacity and serenity.**

Aims/Expectations

We aim to:

Develop in pupils, staff and parents a sense of self-discipline and an acceptance of responsibility for their actions.

Create a safe, relaxed, happy and effective environment where there is mutual respect between all members of the school community. Adults show how to be a positive role model through their attitude and actions.

Ensure children assume a positive role by: moving around school safely, calmly and quietly and taking care of the school environment and resources.

Ensure staff have heard all sides of any dispute before taking action.

Recognise that it is the behaviour which is not acceptable and not the pupil as a person.

Parental involvement

Parents are prime role models of behaviour for children. We recognise the importance of and value of parental support: teachers will engage regularly and openly with parents. Parents accept their responsibilities by signing a Home School Agreement. Where appropriate, we use home/school books to encourage positive behaviour from children. Any parent who has a complaint should first talk with the class teacher, then the Assistant Head (AHT)/ Deputy Head (DHT)/ Head Teacher (HT)/Executive Head(EHT). Unresolved matters should be put in writing to the Chair of Governors via the school office.

Intervention groupings

Where children are withdrawn from lessons for intervention groups, the TA/teacher will use adapted resources to follow the Stay on Green procedure and their status (green, yellow, red) will be transferred to the whole

Rewards

The emphasis is on a positive approach of encouragement and praise. Teachers use whole school and class rewards, including 'Stay on Green'. All staff can send pupils to the EHT/HT/DHT/AHT or another teacher to acknowledge good behaviour or work.

At weekly celebration assemblies, children from each class are nominated for Stars in recognition of good work/behaviour. Parents are notified of these and are encouraged to attend assemblies. We recognise good behaviour with respect to the school's Christian Values by awarding special Values cards which children take home, signed with a note from the teachers/ other staff member. Children are recommended by their teacher for Child of the Term Award.

Sanctions

We realise that sometimes children will behave inappropriately towards adults or other children. In all disciplinary actions it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person. The school will seek the involvement of a wide variety of outside agencies where appropriate. See behaviour steps below. Where pupils show they are unable to display behaviour for learning, they will spend some time reflecting their choices in a different classroom. A Member of the SLT team will be informed and the Parent/Carer will be called.

class chart on return to class.

'Stay on Green' Behaviour steps:

One formal verbal warning (following informal warnings and positive behaviour strategies as appropriate).

Yellow card on 'Stay on Green' display - time out in class 5 minutes.

Red card behaviour: 10 minutes in an office/intervention room under supervision with work, not with another social bubble.

If a child continues to receive red cards, parents/carers will be contacted by the teacher – either in person, by phone or by letter – to arrange a meeting between parent, child and teacher to discuss behaviour issues.

If 'red card behaviour' continues, then subsequent meetings will be called between parent, child, teacher and, subsequently, Phase Leader, Assistant Head, Deputy Head or Head Teacher, by letter, phone or in person.

Where behaviour is an ongoing issue, the school may choose to provide a Pastoral Support Plan (PSP)/daily behaviour book. The behaviour book will be monitored daily with a view to ending this strategy when a suitable number of continuous 'green days' is judged to have been achieved. PSPs will be reviewed half-termly with parents/teacher.

Minor inappropriate behaviour

Normally handled by the class teacher or support staff/MDA:

Persistent inappropriate talking/calling out or interrupting/wasting lesson time

Not following instructions – e.g. place in the classroom/entering the building at play/lunch time without good reason

Behaving in a disorderly manner in lines

Spoiling the classroom environment

Play fighting

Minor rudeness towards other children (except in cases of racism/sexism)

Eating in the classroom during lesson time (except on health grounds)

Sanctions/'Stay on Green'

Teaching/support/ MDA staff may keep children in at break times/enforce time-out for a short period of time to reflect upon behaviour. Class teachers are to keep a record where their name and misdemeanour are recorded.

Persistent issues will result in an initial letter or phone call being made by the class teacher to inform the parents of the problem and to arrange to meet with them. If the behaviour continues, the EHT/HT/DHT/AHT/SLT will be advised by the class teacher of the difficulties and will remain involved as the EHT/HT/DHT/AHT deals with the issue under 'major inappropriate behaviour'.

Duty staff will deal with any disputes and difficulties.

This includes:

Verbal warnings

Yellow card - 'time-out' where children are asked to reflect on their behaviour.

Red card – longer time out or sent to SLT if 'major inappropriate behaviour'. Note, children can go straight to red card/SLT if this is case.

The teacher/TA/MDA must inform the class teacher at the end of playtime/lunch of red cards. However, these will not be transferred to class 'Stay on Green' chart.

MDAs must complete CPOMS notification for any misdemeanours at lunchtime. These are kept as a record and must be reported verbally to the class teacher, who will inform parents – except in the case of serious injury (e.g. head injury, significant cuts) where parents will be contacted by office staff.

Trips:

Consideration must be made for those children whose behaviour may cause concern on trips. The child may be excluded from the trip on safety grounds. This decision can only be made by the EHT/HT. See *Educational Visits Policy*.

Major inappropriate behaviour.

- Typically, these issues, which include persistent repetition of any inappropriate behaviour (having followed through on Behaviour Steps first), will be referred to SLT.
- Persistent issues of minor inappropriate behaviour/ disruption during lessons (having followed behaviour steps/parent meetings)
- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions.
- Putting themselves or other children at risk due to significant Health and Safety issues.
- Physical/violent abuse of another person, child or adult, staff member or visitor to the school or fighting. *
- Any prejudice, discrimination or extremist views including derogatory language (**also see Anti-Bullying Policy and Preventing Extremism and Radicalisation Policy**)
- Vandalism/Theft.
- Any drug related issue. *
- Physical or verbal bullying, racist/sexist/homophobic offensive comments/Harmful Sexual Behaviour *

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Inform SLT straight away.
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Sanctions

The sanction for this type of behaviour is a letter sent home requesting parents to meet with the teacher and/ or EHT/HT/DHT/AHT to discuss the matter further.

Playtime/lunchtime detentions will be set as appropriate. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher. Extreme or repeated violence or racist/sexist/homophobic abuse may result in temporary or permanent exclusion. See ***Exclusions Policy, Racial Equality Policy***.

Major inappropriate behaviour during lunch could result in the EHT/HT withdrawing consent for the pupil to remain at school for lunch when Health and Safety rules have been breached or such behaviour persists.

*Investigations

A thorough investigation of these offences will be carried out by the teacher and EHT/HT/ DHT/ AHT. If the offence is proven, the child may be suspended following the ***Exclusions Policy***. When the child returns to school, their behaviour will be closely monitored by the class teacher and Head teacher. If such conduct is repeated, parents will be asked to visit the school to discuss whether the school can continue to accommodate their child.

Pupil Support

It may be appropriate to identify pupils with behavioural difficulties as requiring additional Special Needs support. The school will seek the involvement of a wide variety of outside agencies where appropriate. See **SEN Policy**.

Covid-19 Arrangements

Social distancing and hygiene expectations must be adhered to at all times by pupils. There is a recognition that some of the very youngest pupils in the EYFS and KS1, and some SEND pupils, may find this more challenging.

Social Distancing

Pupils must comply with social distancing expectations at the staggered start and the end of the day, maintaining a 2m distance between themselves and others as they are taken from/passed to parents. Similarly, they must comply with social distancing throughout the school building as instructed, including using one-way systems and maintaining gaps in class, gym and the hall as requested.

Pupils must stay within their designated playground zone at break and lunch times and not be within 2m of pupils from other 'social bubbles' at the margins. They will be free to expend energy in various ways but will be requested to not touch each other, including refraining from playing sports games or 'tag'. They will not be permitted to go onto the play equipment. When walking in lines around the school, a 2m gap must be maintained, including when queuing for anything. Should children in one group come across children from another social bubble (which should happen only rarely) it is crucial that they do not go near to or touch each other. Pupils must respect any out of bounds signs that they see around the school site. No items should be shared, swapped or passed between pupils – they will have their own stationery and will also not share objects at break times. Water bottles should not be shared under any circumstances. Toilets should only be used when the pupil has permission to use them in order that the social bubbles can be maintained. The SENCO will put a package of support in place to support SEND pupils to adhere to rules.

Hygiene

Pupils must tell an adult if they have any symptoms of illness, especially any Covid-19 symptoms.

Pupils will be expected to follow the school rules regarding handwashing and sanitising – they will have to thoroughly wash their hands for at least 20 seconds using soap from dispensers and fresh water several times a day. They will be expected to do this both independently (e.g. when entering the class using the sink) at certain points of the day and under supervision at other times (e.g. before lunch).

Expectations regarding sneezing and coughing, using tissues that are then disposed of (using the 'catch it, bin it, kill it' approach) or their inner elbow if tissue is not to hand, must be followed. Avoiding touching the mouth, nose and eyes with hands will be encouraged with frequent reminders given to children. Any pupil deliberately coughing at or spitting at another pupil will be sanctioned. The SENCO will identify any pupils that may struggle to maintain good hygiene and will put support in place to equip them to meet expectations.

Remote Learning Expectations

Pupils are expected to conduct themselves in accordance with the school's acceptable use policy. They should treat others with kindness when communicating online on Google Classroom e.g. messaging staff and submitting assignments; when participating in potential video conferencing sessions; or when communicating with peers on non-school websites/online games or using mobile phone texting apps or social media. Pupils should feel the confidence to report anything to school leaders that is unsafe or offensive in any way.

Rewards and Sanctions

The rewards in place prior to the lockdown will continue, with recognition of effective social distancing and hygiene practices recognised through Green Points, postcards home, Star of the Week certificates (celebrated in class not assemblies), and being placed in Gold on the behaviour colour chart.

Sanctions will be put in place where high expectations of social distancing and hygiene are not adhered to, with a sliding scale of sanctions reflecting the extent of the breach of school rules, from a brief discussion and apology, to meetings with parents and loss of play and lunchtimes for more serious offences. Expectations will be high and will take into account the age and intent of the pupil. Recognition of the SEND of pupils will be given should offences arise and support be put in place by the SENCO to ensure that rules are adhered to in future.