



Date approved by Governing Body: 20.09.2017
Next review date: September 2018

School Behaviour Policy 2017 - 2018

1. Introduction

This policy sets out a behaviour profile for the whole school community, which includes children, parents and staff. It is a policy designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. These qualities are exemplars of good behaviour and are encouraged and rewarded within our children.

This policy identifies specific behaviour that is deemed unacceptable within our school community. It is intended to recognise characteristics of poor behaviour before it becomes unacceptable and to apply appropriate support and intervention in order that behaviour will improve.

Persistent and sustained unacceptable behaviour is not tolerated within our school community. This policy sets out the specific circumstances where sanctions will be applied, including a fixed term or permanent exclusion from the school where necessary.

We want our school to always be a safe and happy environment where children can learn effectively and develop good social skills, supported and encouraged by our teachers and parents, in conjunction with our Home/School Agreement.

The Bath and Wells Multi Academy Trust and School Governing Body reviews this policy annually during the summer term.

2. Expectations

We expect everyone within our school community to practice our core values against which behaviour is evaluated.

Our Christian values underpin all that we do. Our values form the basis of our School Rules (The Flock Code) and are linked to our Collective worship, RE and PSHE. Our values of Friendship, Forgiveness, Kindness, Peace, Perseverance and Thankfulness are shared by our whole School community through teamwork, valuing and respecting everyone.

In defining acceptable standards of behaviour, we want our pupils to learn effectively, in and out of lessons; be polite; be considerate to others; enjoy school; show proper regard for authority; follow all instructions; contribute towards a safe environment that is free from disruption, violence bullying and any form of harassment.

To promote good behaviour throughout the school, pupils will have a clear and consistent understanding of what is expected of them. It is important that all school personnel have an understanding of what is appropriate behaviour throughout the school.

School Flock Code and Christian Values

Friendship

Forgiveness

Fair and Honest

We treat others how we want to be treated and always tell the truth

Listen to others

We will listen to all adults and children in our school

Perseverance

Thankfulness

Outstanding attitudes

We will be polite, try our best in everything we do inside and outside of school

Careful and caring

We will look after ourselves, each other and our school

Peace

Kind and helpful

We take care of others with our words and in all we do

Kindness

Behaviour Outside School

Pupils' behaviour outside School on School "business" for example, trips (within the school day and residential trips) and sports fixtures are subject to the School's Behaviour Policy.

Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in School

3. Rewards for good or improving behaviour

We recognise that our pupils thrive when their efforts are recognised. A system of rewards will be used at St John and St Francis Church School for good or improving behaviour and demonstration of the Flock Code. All members of staff will participate in the rewards system.

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

- Staff congratulate children;
- We use Golden Time as a class reward for good behaviour.

Golden Time takes place once a week (usually Friday afternoons for 30 minutes). Pupils who are in danger of breaking one or more of the rules (anywhere in the school) are given up to two verbal warnings. If the pupil continues to ignore the warnings they lose 5 minutes of Golden Time. Pupils are given the opportunity to 'earn back' their time before the next 'Golden Time'.

Ideally those pupils who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege which they had a part in deciding on. Children are rewarded with 5 Team Points each week if they remain in the 'Sunshine or Golden Half'. At the end of each half term any child who has not lost any Golden Time will be rewarded with an additional 'Golden Time' session with the Headteacher and Deputy Head.

- Staff give pupils team points. These are linked to good work, keeping to the Flock Code or showing a good example of our Christian Values.

Each pupil is allocated to one of four teams. Each team has a Team and Vice-Captain voted for by their team. Team points can be given by any member of the school staff, including TAs, Lunchtime Supervisors and Office Staff for any good work or behaviour.

Each week the whole school will be told the results during an assembly.

- We distribute merits such as stickers or star of the day to reward achievement;
- We hold weekly Celebration Assemblies where each week a child is chosen from each class for either academic achievement or linked to behaviour. Each of these children receives a certificate e.g. Robin of the week.
- Headteacher rewards outstanding achievement with praise, sticker and/or certificate;
- The school acknowledges all the efforts and achievements of pupils, both in and out of school. Pupils are encouraged to share good news about achievements out of school e.g. music, swimming certificates with their class or the whole school when appropriate.

4. Sanctions for poor behaviour

Where poor behaviour is demonstrated and practiced, this will receive swift and positive attention by school staff. The incident will be recorded and evaluated and, where appropriate, support will be given to address the identified breach of this behaviour policy. The child's parent will be informed in writing of the incident.

In general, most inappropriate behavior will be dealt with by the class teacher. In more extreme cases, phase leaders / SLT, Deputy Head and Headteacher will become involved. It may be necessary to refer to the SEN team where outside agencies may be consulted.

Where children find interaction in the playground too difficult, they may be offered playtime and lunchtime provision, providing a 'nurture group' environment for part of each day.

A 'catch up' / time in the Reflection Room is also offered during lunchtime. The Reflection Room is covered by a member of teaching staff or SLT. The Reflection Room provides a quiet space for children to complete work or as a 'time out' zone for poor behaviour during playtime.

- a. Verbal warning (a maximum of two issued)
- b. Loss of Golden Time in 5 minute increments. Pupil move name into rain cloud. Loss of time zone.
- c. Moved to sit on own / time out away from others.
- d. Sent to Phase Leader / member of the SLT.
- e. Sent to Assistant Headteacher or Deputy Headteacher.
- f. Sent to Headteacher.

In certain circumstances pupils may need additional support to ensure behaviour is appropriate. For these pupils, an Individual Behaviour Plan (IBP) will be developed. It will be developed in consultation with the class teacher, pupil and the Parent/Guardian of the pupil. A review date will be built into the plan. When necessary, external agencies e.g. Educational Psychologists, Behavioural Support Staff, may be involved in developing Individual Behaviour Plans.

The use of reasonable force to control and restrain pupils

The staff of St John and St Francis Church School will follow the guidelines set out below. We follow guidance from the DFE on the use of reasonable force to control and restrain pupils about the very limited circumstances in which use of restraint is appropriate.

These are:

- Where a pupil's behaviour is at risk of causing injury to him/her self
- Where a pupil's behaviour is likely to cause injury to others (adults or children)
- Where a pupil's behaviour is likely to cause serious risk of damage to property

If the use of restraint is necessary, it will only be carried out by a member of staff who has attended Team Teach restraint training and will always be in the presence of witnesses. Parents will be notified as soon as possible after the event. Any Team Teach restraint used is recorded in a bound book.

See Appendix 2.

5. Exclusions for unacceptable behaviour

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behaviour Policy where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. A copy of the national Exclusions Policy is available to view or download from the school website [here](#).

The following behaviour is identified as unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and Sustained verbal abuse
- Anti-racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered

6. Partnership

School staff will work hard to ensure that the aims and requirements of the Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in section 2.0.

Through the home/school agreement, a positive relationship can be formed between the school and every parent and the headteacher encourages parents to meet and discuss any aspect of their child's wellbeing, performance or behaviour. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

Appendix 1 Pupils who run from school

When a child runs from the classroom:

1. When a child leaves the classroom and is supported on a 1:1 basis, it is appropriate for the TA to go with the child, speak to them and then return with them to the classroom. It would be helpful to talk to the child about any possible 'trigger' during the calming down process.
2. When the child leaves the classroom without a TA the Class Teacher contact the Phase Leader / member of SLT, Deputy or Headteacher (use classroom phone) will be asked to help with returning the child to the classroom.
3. Within a reasonable amount of time, if both the above are unsuccessful, then the child is given a choice of either returning to the classroom or a phone call will be made to the parent to collect the child and take them home.

When a child leaves the school campus:

1. A member of staff informs the Headteacher or Deputy (via the School Office or phone) that a child has definitely left the school campus.
2. A short initial investigation will be made by the Headteacher/Deputy as to the whereabouts of the child in the very local vicinity.
3. If no contact can be made with the child then a telephone call will be made to the Police and Parents, by the School Administrator, informing them of the approximate time and direction that the child left the campus and the current situation.
4. If, after 10 minutes, the child is unable to be located, the School will liaise with Police and Parents again as to the course of action to be taken.
5. If contact is made with the child in the meantime, then 'choices' are given, as appropriate, and parents are advised of the situation.
6. If the Police have been informed and the child subsequently returns to School, the School Administrator will contact the relevant Police Officer and the appropriate reference number will be given with full details.
7. A full investigation, including a discussion with the child, into the incident will be carried out and parents advised of the outcome. Relevant details of the incident will be recorded in the child's file.

Appendix 2 Use of Reasonable Force

Any Team Teach restraint used is recorded in a bound book.

The School follows DfE guidelines for the use of reasonable force.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

Prevent a student behaving in a way that disrupts a school event or a school trip or visit;

Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outbursts.

What about other physical contact with students?

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching a student might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

The whole DfE policy is available:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf