Behaviour Policy

Logo

Description automatically generated

|  |  |  |
| --- | --- | --- |
| **Approved by:** | Full Governing Body | **Date:** June 2020 |
| **Last reviewed on:** | September 2022 | |
| **Next review due by:** | September 2023 | |

**CONTENTS**

|  |  |
| --- | --- |
| **Heading** | **Page No.** |
|  |  |
| Philosophy, Aims and objectives | 3 |
| Roles and Responsibilities | 4 |
| School Systems | 5 |
| Encouraging Positive Behaviour | 6 |
| Negative consequences | 8 |
| Restorative Practise | 9 |
| Managing Behaviour outside school | 10 |
| EYFS | 10 |
| Suspensions and exclusions | 10 |
| Pupil SEND Support and Transition | 11 |
| The Hive | 11 |
| Staff Induction and support | 12 |
| Safeguarding | 12 |
| Anti-Bullying | 12 |
| Child on Child Sexual Exploitation | 13 |
| Banned items | 13 |
| Mobile phones | 14 |
| Use of Reasonable Force | 14 |
| Communication | 15 |
| APPENDIX 1 – SCHOOL RULES | |
| APPENDIX 2 – RESTORATIVE CONVERSATION RECORD | |
| APPENDIX 3 – REFLECTION LETTER | |
| APPENDIX 4 - 5 RED CARD LETTER | |
| APPENDIX 5- 10 RED CARD LETTER  APPENDIX 6- EXAMPLE POSITIVE BEHAVIOUR PLAN | |

**Philosophy**

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect and appreciation of others. We believe that in order to promote good behaviour, and thus work to the best of their abilities, children need to be offered positive role models who embody Christian Gospel values. They need to be taught how to behave well and appropriately within the context they’re in.

**Aims**

* To encourage a safe, calm, purposeful and happy atmosphere within school. The behaviour policy is a “key system” to support safeguarding.
* To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
* To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
* To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
* To create a common sense of direction and feeling of purpose for pupils, staff and parents.
* To identify quickly those children who need additional support and put strategies in place to support them.
* To ensure that our children recognise Gospel values as a model for good behaviour.
* To ensure all staff are relational and restorative in their interactions.

**Objectives**

* Expectations of good behaviour are made clear.
* We encourage all staff and children to embody Gospel Values.
* Children are encouraged to take responsibility for their own actions and behaviour.
* Positive behaviour is recognised and rewarded both publicly and private (stickers, dojo awards, special assembly mentions, praise).
* A whole school restorative approach is used when dealing with inappropriate behaviour.
* Parents are involved in any support programmes.
* Children are encouraged to report examples of positive behaviour.

**Roles and Responsibilities**

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

**Leaders’ responsibilities:**

* To be a high visible role model to staff, children and parents embodying Gospel values in all their interactions.
* To engage termly with Governors, parents and staff regarding the behaviour within school (Coffee and catch-up sessions)
* To engage weekly with children regarding the behaviour within school (senior leader hot chocolate)
* Ensure that all staff receive appropriate induction regarding the behaviour policy and the importance of rigorous modelling and enforcement.
* Ensure that all staff have the tools and resources to support all children effectively.
* Ensure that all staff receive regular and appropriate training in the management of behaviour.
* To monitor behaviour patterns at school level, group level and individual staff and pupil level termly and report to Governors

**Staff responsibilities:**

* To offer good role models by embodying Gospel values at all times.
* To communicate the school expectations, routines, and Gospel values through explicit teaching
* To challenge pupils who are not meeting behaviour expectations.
* To provide a challenging and relevant curriculum which engages children
* To create a Christian environment that is safe, secure and engaging.
* To treat all children fairly and with respect taking into consideration their different needs.
* To identify those children who needs extra support quickly and provide the support required.
* To use rules and sanctions clearly and consistently.
* To foster good relationships with parents/carers.

**Children’s responsibilities**

**Our Golden Rules**

**We are kind and helpful.**

**We treat everyone as a special person**

**We are honest and forgiving**

**We do our best**

**We look after the world we live in.**

A picture containing clipart

Description automatically generated

**What would Jesus do?**

**Parents’ responsibilities:**

* To be aware of the school rules and expectations.
* To support staff in the implementation of the policy.
* To foster good relationships with the school.
* To make their child aware of appropriate behaviour at all times.
* To show an interest in all that their child does in school.
* To encourage independence and self-discipline.
* Monitor and take responsibility for your child’s online behaviour

**School Systems**

|  |  |  |
| --- | --- | --- |
| **Term** | **Gospel Values** | **Church of England Vision for Education** |
| Autumn 1 | Intentional and Prophetic | **Educating for community and living well together** |
| Autumn 2 | Compassionate and Loving | **Educating for dignity and respect** |
| Autumn 3 | Faith filled and Hopeful |
| Spring 1 | Learned and Wise | **Educating for wisdom, knowledge and skills** |
| Spring 2 | Curious and Active |
| Summer 1 | Attentive and Discerning | **Educating for hope and aspiration** |
| Summer 2 | Grateful and Generous |

Each half term, the children at St Giles’ and St George’s develop their understanding of two gospel virtues and strive to apply these to their everyday lives.

|  |
| --- |
| Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future |
| Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices and through the practice and example of school leaders and staff. |
| Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words. |
| Faith-filled in their beliefs and hopeful for the future. |
| Learned, finding God in all things; and wise in the ways they use their learning for the common good through the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities. |
| Curious about everything; and active in their engagement with the world, changing what they can for the better |
| Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others |

**Class / School behaviour management.**

It is widely recognised that children have clear and consistent approached to behaviour they are more likely to also behave in a more consistent manner.

St Giles’ and St George’s C of E Academy operates a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

Raise your hand and say

Then say

Finally say

STOP.

EVERYTHING DOWN

EYES ON ME

As this system become more embedded in school, we may simply raise our hand and children will know what we expect and react accordingly.

**Coming into school**

How the day starts sets the tone for the rest of the day. At St Giles’ and St George’s C of E Academy we firmly believe that all children should receive a warm welcome as they enter school. The class teacher will be at the classroom door to welcome them into their class. When that class teacher is unavailable another adult in the class will do this.

**Coming in from Breaks and Lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At St Giles’ and St George’s C of E Academy we operate the following system.

At the end of the break the bell is rang – all children stop what they are doing and stand still. On the second ringing of the bell children will walk and line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

**Moving around school**

All staff and children will walk in the left when moving round the school building, children will show respect and hold door for adults when necessary.

# Encouraging Positive Behaviour

Children’s good behaviour is noticed, encouraged and often rewarded. Strategies include:

* Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
* Promoting respect for individuals by:
  + including their culture and background
  + modelling desired behaviour
  + listening to children and communicating that you have heard what they have said.
* Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
* Raising self-esteem by ensuring pupils experience and recognise their own success.
* Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
* Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

**Incentives/Rewards**

Positive behaviour is rewarded in several ways at St Giles and St George’s C of E Academy. Examples include:

* Class Dojo points (Class Dojo is a whole school, computer-based behaviour system that allows teachers to award positive and negative points. This system also links with parents so they can view behaviours at home.)
* Prizes when a certain number of dojos are achieved
* Class prize when class dojo total reached
* Presentation awards for exemplary presentation of schoolwork
* Postcards home
* Sending good work to other staff members for reward or praise
* Special responsibilities or jobs
* Pupil of the week, Gospel values and Headteacher awards

**Negative Consequences (Sanctions)**

It is important to teach children positive behaviours. When children misbehave, staff ask children to stop the behaviour and discuss the incident.

Staff encourage children to try and resolve disputes themselves and take responsibility for their own actions. There is a stepped approach to the agreed system of consequences.

1. **Verbal warning**
2. **Written warning name on board**
3. **Yellow card (teacher to log onto Class Charts and complete restorative conversation with child during the next most appropriate moment)**
4. **Red Card (teacher to log onto Class Charts and senior leaders to complete restorative conversation with the child during time out)**
5. **Reflection time in the Hive with a trained ELSA (Class teacher to invite parent into school by sending letter home)**

**All children who receive a yellow or red card will have a text sent home on the day and attend the next session of time out at lunchtime with senior leaders.**

**Restorative Practice Questions**

Diagram

Description automatically generated with low confidence

Sanctions are only to be issued by paid members of school staff and not by adult school volunteers or students. Lunchtime supervisors have a varied set of sanctions in comparison to other paid staff.

All staff will ensure that mitigating circumstances are considered before issuing a sanction. Mitigating circumstances may but not exclusively include:

*bereavement, abuse, neglect, mental health need, subjected to bullying, SEND, criminal exploitation, significant challenges at home.*

|  |
| --- |
| **Examples of behaviour which results in a warning** |
| Consistently shouting out  Fighting  Threatening/ aggressive behaviour  Refusal to co - operate  Harmful/offensive name calling  Affecting other pupil’s learning  Inappropriate remark to other pupils  Minor challenge to authority  Not completing learning within reasonable time  Hurting another child in retaliation |

|  |
| --- |
| **Serious Level which may result in a direct yellow or red card** |
| Throwing objects with intent to harm  Continued or more serious challenge to authority  Stealing  Repeated refusal to do set task  Vandalism (damage to school property)  Serious physical, verbal threats made to staff/children  Refusal to come into school from playground  Violent outbursts  Racial incidents  Online abuse  Persistent verbal abuse to a member of staff  Physical abuse to any member of staff/adult  Malicious physical assault on another pupil |

# Restorative Practice

As a school we embrace Restorative Approaches which aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process allowing participators to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Approaches aim to:

* improve behaviour and attitudes;
* provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
* improve relationships; establish rights, accountabilities and responsibilities to the community;
* provide a safe philosophical basis for staff pupils and parents to share ideas and discuss issues.

**Managing incidents of unacceptable or inappropriate behaviour during break and lunchtime**

Lunchtime supervisors should use a positive approach of praise and encouragement for good behaviour, which may involve their participation in playground games as a role model. There will also be occasions when they will need to discourage children from indulging in unacceptable behaviour by anticipating problems and intervening restoratively. Sanctions used by lunchtime supervisors will depend on the problem and may include:

* A reminder to play and speak kindly
* Giving a warning to improve behaviour
* Child to stand with adult for 5 mins, adult to have an Informal restorative chat
* Sending the child to a member of the SLT with a lunchtime behaviour card.

In order to maintain a consistent approach in dealing with good and/or unacceptable behaviour, there is regular communication between mid-day supervisors and class teachers. Children need to see that the class teacher and mid-day supervisors work in partnership. At the start of the lunch hour, teachers may ask mid-day supervisors to help or monitor specific children’s behaviour and then report back to the teacher at the end of the lunch hour.

**Managing incidents of unacceptable or inappropriate behaviour outside of school**

The DfE state the following in their guidance;

1. *Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.*

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

* when taking part in any school-organised or school-related activity;
* when travelling to or from school;
* when wearing school uniform;
* when in some other way identifiable as a pupil at the school;
* that could have repercussions for the orderly running of the school;
* that poses a threat to another pupil; or
* that could adversely affect the reputation of the school.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf>

All behaviour will be dealt with as if the incident had happened within school and parents will be informed.

**EYFS**

The Schools’ EYFS classes follow this behaviour policy but amend the Rewards and Sanctions in line with and age and stage of the children in their care. EYFS use a cloud system and thinking spot to mirror the sanctions model in this policy. All EYFS classes embed positive behaviours through the Characteristics of learning in their learning environments and reward positive behaviours immediately and share with parents through class dojo..

**Positive Behaviour Plans**

If a child is issued with 5 Red Cards a letter will be sent home raising the awareness of unacceptable behaviour together with an invite into school to meet the class teacher to create a Positive Behaviour Plan.

If a child is issued with 10 Red Cards a letter will be sent home inviting parents into school to see the head teacher to discuss the problems, review the behaviour management plan and the way forward. Parents will be made aware that this level of unacceptable behaviour could result in suspension from school.

**Suspension and or Permanent Exclusions**

An accumulation of Red Cards can lead to a suspension.

Incidents that may lead to suspension or permanent exclusions, are dealt with on an individual basis, taking into account all factors pertaining to children and incident. If an incident has led to a child or staff member being endangered then swift and decisive action to remove threat and reduce likelihood of reoccurrence will be taken. Only the Headteacher or Deputy are sanction to issue Suspensions or Permanent Exclusions.

Any child who has been subject to a suspension will be offered a reintegration meeting with the Headteacher/SENCO and their parents.

If criminal behaviour of any type is suspected then school will report the matter to the police, When referring to police the school will also refer to children’s social care.

**Managed move**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil’s behaviour, then an Alternative Provision provider will be used. Managed moves will only occur when it is in the pupil’s best interests.

**Pupil transition and support**

St Giles’ and St George’s Academy recognises that the Behaviour policy must meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Table

Description automatically generatedStaff quickly identify pupils who need extra support and will put in place a range of preventative measure which may include.

Any child who requires additional support to manage their behaviour will have a Positive Behaviour Plan, this will be uploaded to Edukey and shared with Parents. Individual behavioural targets will be made in conjunction with the SENCO and class teacher. Other outside agencies, such as SEMH team, access to CAMHS, or social care, may be used to support families and children where appropriate.

Any child who arrives at school midway during a school year is assigned a ‘buddy’ and their class teacher is responsible for ensuring they are aware of expected behaviours, reasonable adjustments are made during the first two weeks to allow the child time to meet the school’s behaviour expectations

**The Hive**

Children may also be allocated time in The Hive (Pastoral unit). The Hive is a full-time unit staffed by an ELSA and an assistant SENCO. The unit is open at breaktimes and lunchtimes and is reserved for children who want to play quietly. The Hive is not used for pupils from other schools.

Children who have timetabled time in the Hive completed ELSA and PSHE work which encourages children to focus on desired behaviour and how they might accomplish it e.g.:

* Turn taking
* Appropriate participation
* Sustaining interest in a game
* Accepting winning or losing
* Allowing other children their personal space
* Understanding fair play

# Pupil Wellbeing Ambassadors

Representatives from KS2 are trained to support play and empower children to resolve playground issues. The children are introduced to the rest of the school pupils at the start of each academic year in assembly and wear florescent jackets to enable children to recognise them.

# Pupil Voice

The Headteacher or a delegated member of the Senior leadership team meets with the Gospel values award winner each week to complete a pupil voice, behaviour is always a key part of this conversation.

Pupils are encouraged to raise any concerns with trusted adults within the school or via the pupil wellbeing ambassadors or worry boxes in their classrooms.

**Staff induction, development and support**

All staff receive a full induction when they start which includes the school behaviour systems. All staff are allocated a mentor to ensure that they have a point of contact for any questions. All staff receive termly training on areas of the behaviour policy. For all ECT’s behaviour forms the core of all initial mentor meetings and action plans,

# Behaviour and Safeguarding

The behaviour policy plays a pivotal role in supporting safeguarding at St Giles’ and St George’s C of E Academy. **Any behaviour that raises a safeguarding concern should be reported to the Designated Safeguarding Lead or one of the Deputy DSLs** using My Concern or a safeguarding report form which can be found on the staff room noticeboard.

The DSL ensures that all procedures set out in KCSIE 2022 are met.

# Anti-Bullying Procedures

**Reporting**

We encourage all members of our school community to report bulling concerns.

# Pupils

Pupils should report concerns to:

* A trusted adult in school
* A parent/carer
* A friend
* Childline – 08001111

# Parents

Parents should report concerns to:

* A member of school staff
* The school office

# Staff

Staff should follow the procedure below.

Staff will:

* Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff.
* Record the incident on the Class Charts – which may have been reported orally, in writing or in picture form.
* Respond to the child concerned by:
  + Listening actively
  + Offering support and strategies to deal with unacceptable behaviour
  + Protecting the child and ensuring their safety as and when necessary
  + Involving parents, if necessary
  + Involving external agencies to support the child as appropriate
* Respond to the child who bullied by:
  + Ensuring he/she recognises his/her behaviour and how it affects others
  + Applying appropriate sanctions as per our behaviour procedures
  + Guiding, supporting, advising and offering strategies to change behaviour
  + Encouraging him/her to take responsibility for actions and help them to make amends.
  + Involving parents and external agencies to support the child as appropriate
* Prevent further situations by providing opportunities for children/young people to explore the issues.
* Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.
* Review policies and procedures - consider changes that can be made to environment, groupings, rules and codes of conduct etc.
* Monitor the situation:

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school.

**Child on Child Sexual Abuse**

At St Giles’ and St George’s C of E Academy sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Staff will challenge all inappropriate language and behaviour between pupils. Online behaviours will be treated in the same manner as offline behaviours.

If any staff member feels that behaviour falls under the remit of Child on Child abuse they refer the matter to the DSL who will follow general safeguarding principles set out in Keeping children safe in education (KCSIE)

The DSL will complete a Child on Child risk assessment with parents, this will be uploaded to Edukey and shared with relevant staff.

Please refer to the Academies Child on Child Abuse Policy 2022.

**Banned items**

Knives and weapons

Illegal drugs

Alcohol

Stolen items

Any item a member of staff reasonably expects to used to commit an offence or cause personal injury to or damage to property of any person including the child.

Tobacco or cigarette papers/fireworks/pornographic images.

If the school believes that a child is in possession of any of the above items, the child will first be asked if the item exists and to demonstrate to a member of staff that the suspected item is not in their bag or locker. If the staff member reasonably believes that the child still possesses the item and the child has refused to co-operate with a search of their bag or locker then the staff member will refer the matter to the Headteacher who will ask parent to attend school to discuss the matter. No staff member shall undertake a search of any child.

**Mobile Phones**

Children in Years 5 and 6 will be permitted to bring a mobile phone to school, this must be handed to the class teacher at the beginning of the day and collect at the end of the school day. Mobile phones are not permitted to be used at any time during the school day. Any child who is found to have a mobile phone during school hours will have the phone removed and given to the Headteacher and a parent will be required to collect it.

**Use of Force**

**Key Points Regarding Use of Force**

* School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
* Senior school leaders will support their staff when they use this power.
* Some staff are trained in restrictive physical intervention. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. On occasion where use of force is used a Restrictive Physical intervention record is completed and uploaded to Edukey to share with parents and a round robon sent to the SENCO and Key Stage Leader.

**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 pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil 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 pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils 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 pupil.

**Communication**

This policy will be made available on the school website and is shared with all stakeholders annually.

**Other relevant Guidance and Policies**

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1089687/Behaviour\_in\_Schools\_guidance\_July\_2022.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

STGG Safeguarding Policy 2022

STGG Child on Child Abuse policy 2022

Equality Act 2010,

Children and Families Act 2014,

Statutory obligation where a child has an EHCP.

**Appendix 1- School rules**

**Our Golden Rules**

**We are kind and helpful.**

Faithfulness and Integrity

Blessed are those who mourn, for they shall be comforted

**We treat everyone as a special person**

Tolerance and Peace

Blessed are the peacemakers, for they shall be called children of God

**We are honest and forgiving**

Forgiveness and Mercy

Blessed are the merciful, for they shall obtain mercy

**We do our best**

Purity and Holiness

Blessed are the pure in heart, for they will see God

**We look after the world we live in.**

Dignity and Compassion

Blessed are those who hunger and thirst for righteousness,

A picture containing clipart

Description automatically generated

**What would Jesus do?**

**Appendix 2- Restorative Conversation Record**

Appendix 1- Restorative Conversation Record

***Restorative Conversation Record***

Table

Description automatically generated

|  |  |  |  |
| --- | --- | --- | --- |
| ***Date of Incident*** | ***Names of Children Involved*** | ***Class*** | ***Member of Staff*** |
|  |  |  |  |

|  |  |
| --- | --- |
| ***Can you tell me what happened?*** |  |
| ***What were you thinking/ feeling at the time?*** |  |
| ***How have you been thinking/feeling since it happened?*** |  |
| ***Who do you think has been affected by your actions?***  ***How were they affected?*** |  |

|  |  |
| --- | --- |
| ***What could you do now to help make things right?*** |  |
| ***How can we prevent this from happening again in the future?*** |  |
| ***What can I do to help you?*** |  |

***Additional notes:***

Icon

Description automatically generated

**Appendix 3- Reflection letter**

Dear parent,

I am writing to you to inform you that your child has been removed from class today because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This has meant that despite receiving a verbal warning, written warning, a yellow card and then finally a red card they continued to demonstrate poor choices. As a school we use Restorative Practice and have spent time talking to your child about how they could make better choices next time.

Diagram

Description automatically generated with low confidence

During their time in reflection children are asked to complete a minimum amount of work, if this has not been completed then we send this home and ask you to ensure that it is completed ready for the next day. We know you will support us by talking to your child about their behavior and encourage them to make better choices. Please contact the school office to make an appointment to speak to your child’s class teacher.

Yours faithfully,

 \

Mrs Pointon

Headteacher

**Appendix 4- 5 red cards letter**

Dear Parent

As you are aware, good behaviour is extremely important to us at St Giles’ and St George’s C of E Academy. Our aim is to create a positive school environment in which effective learning can take place for all children and where there is mutual respect between all members of the school community. It is very important that children develop their self-discipline and our whole school behaviour policy is linked towards achieving this.

Our behaviour policy at St Giles’ and St George’s C of E Academy focuses on praising and rewarding children for their positive behaviour. However, there are times when children choose to continually break the school rules. In order to provide a safe environment for the children and to maintain an atmosphere conducive to learning, some regulations and constraints are necessary such as time out of the classroom. Details are documented in our Behaviour Policy document which is freely available for you to read on the school website.

Children, who continue to work outside the existing boundaries, need additional measures to remind them that their behaviour is unacceptable. One of these measures is a Red Card. This letter is to inform you that. \_\_\_\_\_\_\_\_\_\_ has received **five Red Cards.**

We feel this is unacceptable and would like to take this opportunity to make you aware that should this level of behaviour continue I will have no choice but to issue a suspension.

We would like to discuss implementing a Positive Behaviour Plan to further support \_\_\_\_\_\_\_\_\_\_.

Could I please ask you to contact the office to make an appointment to speak to \_\_\_\_\_\_\_\_\_ to

Please could you also acknowledge receipt of this letter by returning the slip at the bottom back into the school office.

Regards,

Mrs C. Pointon

Headteacher

I / we have receive the letter concerning the behaviour of \_\_\_\_\_\_\_\_\_\_\_ who has received five Red Cards.

Signed………………………………………………………………………………………………

**Appendix 5: 10 red cards letter**

Dear Parent

As you are aware, we have already met to discuss \_\_\_\_\_\_\_\_\_ behaviour and put in place a Positive Behaviour Plan to support him.

Unfortunately, \_\_\_\_\_\_\_\_\_\_\_\_ continues to demonstrate persistent poor behaviour despite in-school sanctions and interventions. He has now received 10 red cards.

This is unacceptable and would like to take this opportunity to make you aware that should this level of behaviour continue I will have no choice but to issue a suspension.

Could I please ask you to contact the office to make an urgent appointment to speak to myself.

Regards,

Mrs C. Pointon

Headteacher

**Appendix 6- Positive Behaviour plan example**

Positive Behaviour Plan A picture containing text, clipart

Description automatically generated

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: | DOB: | Plan Number: | Year group: | Teacher: |

**ALL ABOUT ME**

|  |  |
| --- | --- |
| **STRENGTHS:**   * Child can work hard in lessons when distractions are kept to a minimum. * Child understands the rules and why he needs to follow them * Child is engaged in his learning if it is something that he enjoys/feels he is capable of completing * He is a friendly boy and has a willingness to cooperate on a day to day basis | **RESPONDS WELL TO…**   * Positive praise * iPad time * Dojos * Time outside |

|  |
| --- |
| **DESCRIPTION OF BEHAVIOUR**:  Child has formed friendships with children across the Y5 and Y6 classes since September. As these relationships have grown more meaningful Child has become more invested in disputes that develop throughout break times and lunch times. This does not mean that Child starts these disputes, however, Child is very supportive of his friends and is confident with his own opinions. As this is a good quality that Child possesses, it sometimes leads Child to struggle with identifying the correct way to deal and communicate his feelings and emotions towards a situation before they become inappropriate. If Child’ emotions become heightened, his positive relationships with the staff begin to depreciate as he becomes sometimes defiant and refusing to follow instructions. Child behaviours begin to bubble showing an increased disrespect for adults and small behaviour issues, previously these behaviours have then settled back down but this time these small behaviours have resulted in an extreme outburst  **FREQUENCY:**  Recently, Child has been doing really well only showing behaviours occasionally, over the past two weeks the low level behaviours have been constant resulting in the outburst where Child left school. |

|  |
| --- |
| **KNOWN TRIGGERS / SIGNS**:   * Feeling there has been an injustice of some sort * Conflict at break times/lunch times * People moaning * Lack of concentration due to distractions from conflicts * Tiredness |

|  |
| --- |
| **STRATEGIES FOR INTERVENTION AND PREVENTION:**  Prevention   * Rewards- as listed above * Following the behaviour policy (verbal warning, written warning, yellow card, red card) * If you… Then you… Reward based on the day and his current interests * Child communicate his emotions as they occur/conflicts in order for them to be dealt with before they become inappropriate/escalate. * Child to be given a Time Out card to use when he feels he needs to cool off or time to be able to re-enter the classroom appropriately * Reduced timetable to manage mental wellbeing and reduce stress * Isolation from other children at lunch to reduce incidents causing anxiety   Intervention   * Instruct Child to leave the room to cool off/ have time out before re-entering the class. * Remind Child that he is working towards I-Pad time if he comes back and completes his work. * Remind Child that he could be removed by a member of SLT. * Child to be sent to the Reflection if behaviours continue after a red card to reflect on his behaviour and emotions |

**GOALS AND ASPIRATIONAL BEHAVIOUR**

|  |
| --- |
| * Child will complete lessons with the appropriate breaks in place to aid his handwriting * Child will avoid situations and tensions with other children at lunch time that don’t concern * Child will inform a member of staff when he feels his emotions are heightened. * Child to then opt to leave the room for 5 minutes cool down/time out to reflect and then return to work. |

INTERVENTION

**CALMING (Engagement Profile)**

|  |  |
| --- | --- |
| Child is calmed by having time outside of the classroom in a quiet space/with an iPad. He instigates this by using his time out card. | **Pupil Comment**  Child prefers the I-pad |

**REACTION MANAGEMENT (Emergency Plan)**

|  |  |
| --- | --- |
| * Follow behaviour policy and warnings. * If Child is unable to calm down by himself or puts himself in danger, SLT may be called to remove him from the room. * Child is to be supervised when removed from class to reduce the chance of leaving the school building. * If Child becomes violent staff are not to intervene but to remove other children * If Child leaves the building then staff are not to follow but to ring mum and police and inform them | **Parent informed:**  If Child has to be removed from the classroom |

**RECOVERY**

|  |  |
| --- | --- |
| Child to make an apology to staff if he has not followed instructions. Child to apologise to pupils involved, if appropriate. If he has hurt himself, he will realise and positively move forward to avoid this.  Remind Child that the next day is a fresh day and we start again.  Discuss behaviours with mum so that Child is aware of his behaviour at home. | **Significant Adults** |

**PARENT VIEW**

|  |  |  |
| --- | --- | --- |
| **Perception:** | **Home strategies:** | **Communication:** |

**REVIEW DATE**:

|  |  |
| --- | --- |
| **DATE** |  |
| **SIGNED Parent** |  |
| **SIGNED School** |  |

**Behaviour Principles St Giles’ and St George’s C of E Academy**

**Philosophy**

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect and appreciation of others. We believe that in order to promote good behaviour, and thus work to the best of their abilities, children need to be offered positive role models who embody Christian Gospel values. They need to be taught how to behave well and appropriately within the context they’re in.

**Aims**

* To encourage a safe, calm, purposeful and happy atmosphere within school. The behaviour policy is a “key system” to support safeguarding.
* To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
* To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
* To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
* To create a common sense of direction and feeling of purpose for pupils, staff and parents.
* To identify quickly those children who need additional support and put strategies in place to support them.
* To ensure that all pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
* To ensure that our children recognise Gospel values as a model for good behaviour.
* To ensure all staff are relational and restorative in their interactions.

**Objectives**

* Expectations of good behaviour are made clear and shared with pupils, parents and staff.
* We encourage all staff and children to embody Gospel Values.
* Children are encouraged to take responsibility for their own actions and behaviour.
* Positive behaviour is recognised and rewarded both publicly and private (stickers, dojo awards, special assembly mentions, praise).
* A whole school restorative approach is used when dealing with inappropriate behaviour.
* Parents are involved in any support programmes to foster good relationships between school and home.
* Suspensions and permanent exclusions will only be used as a last resort.
* Children are encouraged to report examples of positive behaviour.