



Behaviour Management Policy

St Faith's School is a Christian school respecting each person as an individual at differing stages of their learning journey. At St Faith's we value positive relationships between staff and children, which we believe are vital to the development of self-esteem as well as self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we feel should be encouraged and rewarded. St Faith's has extremely high expectations of children's behaviour which we expect our parents to support.

We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school. At St Faith's we have the duty to teach those values, attitudes and skills that foster mutual respect and a caring attitude in our children. We use collective worship, class circle times, and PSHE lessons to discuss and respond to such values. We believe that through rewarding and reinforcing examples of good behaviour, children's self esteem is positively developed.

An emphasis is placed on courtesy and respect between members of the school community. Sanctions are managed swiftly and appropriately with all necessary parties informed as required.

School Ethos

The overarching vision of our school is one of FAITH and LOVE. For all children of God, a school which nurtures them in the Christian faith:

which stimulates friendship, happiness and sharing
which works for the highest achievement of every child
which sustains inclusion based on respect and equality
which ensures trust and security built on forgiveness
which celebrates and inspires honesty

FRIENDSHIP | ACHIEVEMENT | INCLUSION | TRUST | HONESTY

At St Faith's use the mnemonic FAITH: Friendship; Achievement; Inclusion; Trust; Honesty to serve as an easy aide memoire of our core values:

Aims of this policy

This policy has been written to ensure that everyone in our school is aware of the expectations we have of behaviour and the structures to reward good behaviour and also how to deal with unacceptable behaviour.

Expectations

We expect our pupils to be able to:

- Move quietly around the school, not running inside the building
- Be silent in the hall before the start of worship and when walking in and out of the hall
- Allow others to speak without interruption
- Remember that when addressed by an adult, they stop, look at the person, listen and answer using that person's name where possible
- Open doors, hold doors for adults as well as for each other
- Take care of their own and school property and value other people's property
- Be on time
- Display good table manners at lunchtime
- Treat each other with respect and care

In return the children should expect adults in school to:

- Listen to them when they speak to us
- Give them an opportunity of explaining their actions before responding
- Be punctual for our lessons and duties
- Address children by name whenever possible
- Set an example for the children to follow in their behaviour towards both adults and children

We consider behaviour unacceptable when:

- Teachers, learning support assistants and lunchtime staff are prevented from carrying out their duties because of children's behaviour
- Children are prevented from learning
- Children are rude and use unacceptable language
- Children show verbal and physical aggression

Strategies used to promote good behaviour

General:

- Calm body language
- Dramatic pauses
- Polite silent gestures
- Praise for good behaviour . Specific praise should be given, naming the desired behaviour e.g. 'Well done for listening to X when they were talking.'
- Give time for children to respond after an adult has requested an action
- Give choices and consequences, for the child to make right choices
- Focus on the future. 'What should we do next time?'
- Breaking down 'huge' problems into small manageable steps
- Where possible discussions should take place in private so that there is no audience, or public put downs
- Use language positively – 'How many times have I told you to concentrate?' becomes 'Look this way, please...'
- Remind the child of the rule/right
- At all times to de-escalate rather than continue to build

ACKNOWLEDGEMENTS USED FOR GOOD BEHAVIOUR - REWARDS

	Individual Rewards	Group / Class Rewards
Class teacher / Teaching Assistants	<ul style="list-style-type: none">• Class reward systems (see below)• Smile, thumbs up• "Well done" (always name the behaviour e.g. Well done for walking on the stairs')• Sharing learning and effort with the class• Speaking to parents at the end of the day to recognise good effort• Stickers• Sent to Buddy Class for a clap and a sticker• Star of the Day• Raffle Tickets for attendance, weekly prize in family assembly• House Points - pupils can get house points for a range of positive behaviour and attitude to learning and contributions to the school	<ul style="list-style-type: none">• House Points / Effort Points• Whole class rewards

	<p>community.</p> <ul style="list-style-type: none"> Star of the Week - celebrating learning during Friday Worship. Pupils also receive a certificate and names are in weekly school newsletter. 	
All adults in school	<ul style="list-style-type: none"> Smile, thumbs up "Well done" / "Good Effort" (always name the behaviour e.g. Well done for walking on the stairs') Suggestion for 'Star of the Week' House Points - pupils can get house points for a range of positive behaviour and attitude to learning and contributions to the school community. Ensure the child knows why they have been awarded with a house point. 	<ul style="list-style-type: none"> House Points
KS manager / AHT / DHT / HT	<ul style="list-style-type: none"> HT/DH Stickers Good Work - children can be sent to the Deputy Head and Headteacher to share good learning. Children receive a HT/DHT sticker. Children who have been twice will receive a postcard home from the HT/DHT. 	<ul style="list-style-type: none"> House points - extra play for the House with the most points at the end of each term.

CLASSROOM BEHAVIOUR MANAGEMENT

- Class teachers will establish classroom rules based on the school values. This is done in discussion with the pupils at the beginning of the school year and forms the 'Class Charter' The Class Charter must be clearly displayed in the classroom.
- Class rules to be visited every week in term one and regularly each term thereafter.

Class Reward System in EYFS/KS1

There is a weather themed behaviour chart displayed near the IWB in each class. All children's names are displayed on the 'sunshine' at the start of the day. The class teacher moves children's names up to the 'rainbow' to reward positive behaviour. Any children who have reached the rainbow throughout the school day are given a special sticker to take home at the end of the school day. The children's behaviour is also recognised in weekly family worship on Friday mornings where all children are asked to stand up if they achieved 'outstanding' behaviour during the week.

If children do not follow a school/class rule, they are first given a:

RULE REMINDER The adult should remind the child of the rule/right they have not followed. Adults can use the language 'You chose to...' It should be made clear that they are now given a chance to make the 'right choice' to not repeat the behaviour. Maintain good tone and send a clear message.

- If the behaviour continues, the adult explains to the child which rule has not been followed and moves the child's name to the 'cloud' picture. If the behaviour stops, the child should be praised and the adult should move the child's name onto the 'sunshine' to reinforce good learning choices.
- If the behaviour continues, the child will again be reminded of the school rule and the adult will move the child's name on to the 'thunder' picture.

3. If the behaviour continues, the child will again be reminded of the school rule. The child will then be accompanied by an adult to the buddy classroom. The adult must complete the behaviour book with their name and incident.

The child will remain in the class for 10 minutes and complete a 'refection sheet' during that time (see appendix for reflection sheets)

When a child enters back into the classroom, the adult places the child's name on the 'sunshine' to indicate that the consequence has been given and there is now a 'fresh start'.

The class teacher will inform parents if a child has had time in buddy room and the reasons why.

Class Reward System in KS2

There is a baseball themed behaviour chart displayed near the IWB in each class. All children's names are displayed on the 'batter up' stage of the chart at the start of each day. The class teacher moves children's names up to the chart to reward positive behaviour. Any children who have reached 'grand slam' throughout the school day are given a special sticker to take home at the end of the school day. The children's behaviour is also recognised in weekly family worship on Friday mornings where all children are asked to stand up if they achieved 'outstanding' behaviour during the week.

If children do not follow a school/class rule, they are first given a:

RULE REMINDER The adult should remind the child of the rule/right they have not followed. Adults can use the language 'You chose to...' It should be made clear that they are now given a chance to make the 'right choice' to not repeat the behaviour. Maintain good tone and send a clear message. The child's name is moved on to 'Strike 1'

Strike 2: If the behaviour continues, the adult explains to the child which rule has not been followed and moves the child's name on to the 'strike 2' picture.

If the behaviour stops, the child should be praised and the adult should move the child's name onto the 'sunshine' to reinforce good learning choices.

Strike 3: If the behaviour continues, the child will again be reminded of the school rule and the adult will move the child's name on the 'strike 3' picture. The child will then be accompanied by an adult to the buddy classroom. The adult must complete the behaviour book with their name and incident.

The child will remain in the class for 10 minutes and complete a 'refection sheet' during that time (see appendix for reflection sheets)

When a child enters back into the classroom, the adult places the child's name on to 'batter up' to indicate that the consequence has been given and there is now a 'fresh start'. The class teacher will inform parents if a child has had time in buddy room and the reasons why.

At the end of the week the buddy book will be collected and the children who have been sent out that week have a detention on Friday from 1.10pm. If a child is sent out 3 times in a week then parents are called to arrange a meeting.

When in the buddy class;

- Pupils to sit by themselves
- Be given work to complete by their classroom teacher
- Be dealt with in an appropriate manner – not drawing attention to them or their behaviour
- If a pupil refuses to go to their buddy room, Headteacher, Deputy Headteacher or Senior Teacher should be notified.
- If a child is sent out of class 3 times in a week then a meeting with the child's parent or carer will be arranged.

Buddy classes are: Nursery to Reception; Reception to Y1; Year 1 to Year 2; Year 2 to Reception; Year 3 to Year 4; Year 4 to Year 3; Year 5 to Year 6; Year 6 to Year 5.

If any incidents occur the school procedures will be followed and parents informed. Where possible, children will be asked to write up their account of the incident. A member of staff will give each child an opportunity to explain their understanding of the events. The staff member will ask questions to clarify events where the children's accounts differ.

If incidents occur in the classroom the school procedures will be followed and parents informed. If the behaviour is such that the child is in danger of permanent exclusion then a Pastoral Support Programme will be put in place. If this programme fails to make a difference the Headteacher may permanently exclude the pupil from St Faith's School. This has to be ratified by the governing body.

A child will be permanently excluded regardless whether they are on a PSP or not if:-

- they have an illegal drug on the premises
- they seriously threaten violence against another pupil or member of staff (this includes sexual abuse or assault)
- they bring an offensive weapon into school

If a criminal offence has taken place the police will be called instantly.

Verbal or physical abuse of staff will not be tolerated. Staff do not come to school to be hurt or insulted. Such behaviour will result in exclusion. One day will be given initially, then if a repeat occurs, two days, then three and four up to five days. The exclusion may at any time be for a longer period at the Headteacher's (or in their absence Deputy Headteacher's) discretion.

Playground Behaviour Management

- Positive behaviour is rewarded through praise and use of playground stickers. Adults should name the positive behaviour e.g. 'Well done for taking turns.'
- Incidents in the playground will be dealt with by staff on duty.
- Level 1 incidents: The adult should remind the child of the rule/right they have not followed. Adults can use the language 'You chose to...' It should be made clear that they are now given a chance to make the 'right choice' to not repeat the behaviour. The child will be given 2 minutes time out in the playground. The incident will be recorded in the playtime behaviour book.
- Playground incidents will be dealt with as they arise in the playground to ensure that teaching time is not disrupted when children return to classroom. Staff may access the playground incident book to find out details of incident and how it was dealt with.
- Level 2/3 incidents: directed to member of SLT immediately (see levels of sanctions below for which member of staff to alert)

Lunch Hall Behaviour Management

- Positive behaviour will be rewarded through: smile, praise, stickers, house points.
- Incidents in the lunch hall will be dealt with by staff on duty.
- Level 1 incidents: The adult should remind the child of the rule/right they have not followed. Adults can use the language 'You chose to...' It should be made clear that they are now given a chance to make the 'right choice' to not repeat the behaviour.
- The incident will be recorded in the playtime behaviour book.
- Level 2/3 incidents: directed to member of SLT immediately (see levels of sanctions below for which member of staff to alert)

LEVELS OF BEHAVIOUR AND SANCTIONS

LEVEL OF BEHAVIOUR		SANCTION
<p>LEVEL 1</p> <ul style="list-style-type: none"> • Calling out in classroom or lunch hall • Running in the building • Eating sweets in school - dropping rubbish • Pushing in line • Name calling / teasing • Playing on play frame, gardens or banks before or after school • Disrupting or interfering in others play • Putdowns - verbal and non-verbal • Excluding others from play • Arguing back • Not completing homework • Not listening to instructions • Playing in the cloakrooms • Not telling the complete truth • Lining up - first bell children stand still in silence, second bell children walk quietly to the classroom. If a child does not stop and wait quietly for the second bell they miss 5 minutes of their next playtime. 	<p>Class Teacher / TA</p>	<ul style="list-style-type: none"> • FSU - Blue carpet sanction. 1st warning. 2nd time they will be on blue carpet for 3 or 4 minutes. Repeated behaviour pupil will be sent to the blue carpet in Reception. The Reception class send children to their buddy class. • Key Stage 1 format - sad face. Key Stage 2 format - strike. Both are warning systems. • 2 Warnings = 2 strikes or sad faces. • 3rd Warning = 3rd strike/3 sad faces = out of class and sent to Buddy Class for 10 minutes time out and to complete the reflection sheet. • 10 minutes time out must be accompanied with work for pupil to complete. • Missing break or play to finish homework or unfinished work • When pupils miss play they must be given 2 minutes time out of playing. • If a pupil has to stay in class to finish work an adult must be with them otherwise pupils are not allowed inside.
<p>LEVEL 2</p> <ul style="list-style-type: none"> • Taking property that belongs to other children or the school • Dishonesty • Leaving the classroom or playground without permission • Ignoring or disobeying: not following instructions or directions of a person in authority. Showing dis-respect by - walking away, answering back, back chatting, kissing teeth, arguing: using inappropriate language. Adult to use discretion as to the intent of the child • Inappropriate behaviour on school trip 	<p>KS manager</p>	<ul style="list-style-type: none"> • Withdrawal of break or lunchtime privileges • Pupils carrying out useful tasks in school • Parents will be informed by the class teacher or senior leader as soon as possible i.e. phone class home or conversation at end of school day • Letter home - 3 letters in half a term will initiate a meeting with parents together with the Phase Leader and class teacher • A behaviour record book may be used for a set period of time and monitored on a half termly basis
<p>LEVEL 3</p> <ul style="list-style-type: none"> • Leaving school grounds without permission • Vandalism: inappropriate use of or damaging school property • Stealing • Physical violence: eg; punching, kicking, spitting, biting, and throwing objects or equipment. • Verbal and emotional violence: swearing, bullying, threatening, intimidation, defiance • Racism • Using inappropriate and offensive language • Cyber bullying 	<p>KS mgr / AHT / DHT / HT</p>	<p>All level 3 behaviour sanctions are at the discretion of the Head teacher and may include the following:</p> <ul style="list-style-type: none"> • Withholding participation in non-essential parts of the curriculum, e.g. a school trip or sports event • Withdrawal of break or lunchtime privileges • Pupils carrying out useful tasks in school • Meeting with parents • Internal exclusion • External exclusion • Permanent exclusion <p>This list is not hierarchical.</p>

Bringing into school or using, on school premises: <ul style="list-style-type: none">• an offensive weapon, or anything that is used as an offensive weapon• illegal drugs Serious physical abuse of a child/adult	DHT / HT	Permanent Exclusion
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Reviewed and amended by DHT- April 2018