



The Federation of St. Giles and St. John

Behaviour Policy

Date policy adopted/reviewed:	November 2024
Next review date:	November 2027

This policy links to the Child Protection Policy, the Exclusion Policy and the Child on Child Abuse Policy.

Aims:

- Children should be sensible and well behaved.
- Children should respect other people and property.
- Children should develop a sense of responsibility for themselves, for others, for their surroundings and the wider environment.
- Children should demonstrate mutual respect towards one another and towards all members of the school community and the wider community.
- To promote a culture of forgiveness and reconciliation.
- We have a zero tolerance approach to harassment of any kind e.g. peer on peer abuse and sexual harassment.
- All children should be treated equally and the behaviour policy applies to all children regardless of their race, gender or disability.

To achieve these aims:

Strategies to promote good behaviour within the class.

- We encourage good behaviour by emphasising positive things. Children who behave well and produce good work are acknowledged.
- Each class has a clear defined set of rules which have been agreed by all children and staff.
- Work set should be interesting, stimulating and well differentiated; tasks must be appropriate and clearly explained, ensuring that every child understands what he/she is doing.
- Expectations of behaviour should be clearly and regularly explained to the children.
- Equipment should be well organised and clearly labelled to facilitate ease of access.
- Attention should be given to room organisation to ensure children can see the board and to the make up of groups-who sits by whom etc.
- Teachers should be constantly vigilant and intervene early to prevent misbehaviour.
- High quality work must be expected; work below standard should be re-done or modified.
- Systems should be in place to ensure children know what to do next or while waiting for a teacher.
- Interesting displays should be made to provide a stimulating environment and show children their work is valued.
- Sufficient time should be given for children to finish work.
- Praise should be given for good work.
- Use positive, specific praise to promote good behaviour.
- Reprimand children individually-don't demean them.

Aims to promote good behaviour when moving around school.

Children are expected to:

- Line up and walk quietly.
- Move without physical contact with others.
- Walk quietly; knock before being asked to enter the staff room or office; enter the

classroom in silence; be polite.

- Be considerate, quiet and shut doors quietly.

Strategies to promote good behaviour when moving around school.

- Expectation should be clearly defined.
- There should be constant supervision.
- Remind children constantly about behaviour expected (especially before they leave/as they come into a room.)
- Repeat the manoeuvre if not acceptable, for individuals as well as whole class.

Aims to promote good behaviour in the playground.

- Children should treat each other and the adults on duty with care and respect.
- Children should treat equipment with care.
- Children should ask permission to go inside to the toilet.

Strategies to promote good behaviour in the playground.

- Children should stop what they are doing when the whistle blows. Then when instructed they should walk quietly into line.
- At the end of playtime children should walk quietly into school.
- Children should be provided with equipment (balls, ropes etc.)
- Children may play football on the top playground at playtime and lunchtime.
- Supervisors should encourage games both using equipment and playing traditional playground chanting games.
- Give opportunities for quiet.
- Ensure equal opportunities.
- Encourage children to join in and play together.
- Supervisor should get equipment out, monitors to put away.
- Supervisors must ensure they have a good vantage point and should patrol the play area.
- Staff should ensure all children are out of the classroom and supervisor should check classrooms and toilets at least once per session.
- Teachers must supervise children who stay in.

Aims to promote good behaviour in wet playtimes.

Children are expected to:

- remain in their own classroom.
- Sit-either on a chair or on the floor.
- Not move around unreasonably once they have chosen an activity.
- Tidy up (3 minutes given at playtime, 5 minutes at lunchtime.)
- Be prepared for next lesson-in their places.

Strategies to promote good behaviour in wet playtimes.

- “wet playtime games” should be available.
- Teachers will decide which toys should be made available.
- Supervisors should stay with children at break time; lunchtime supervisors cover classes at lunchtime.

Aims to promote good behaviour during lunch.

Children are expected to:

- Be polite and respectful to each other and to all staff. (please and thank you.)
- Stay in their places at the tables until they are asked to line up to get their lunch.
- Eat sensibly-correct use of knives and forks should be encouraged.
- Eat up reasonably.

Strategies to promote good behaviour during lunch.

- Ensure children talk quietly and only to children at their own table.
- Ensure children line up sensibly and wait their turn to be served.
- Ensure children walk at all times; the manoeuvre should be repeated if necessary.
- Insist on good manners at all times.
- Ensure that children stay in their places and wait for the supervisor's instructions before going outside.

Aims to promote good behaviour during school visits.

Children are expected to:

- Get on and off the bus in an orderly manner.
- Stay in their seat during the journey.
- Be polite and respectful to members of the public
- Be responsible for their own and the school's equipment.

Strategies to promote good behaviour on outside visits.

- Remind children that they represent the school.
- Ensure helpers know which children they have charge of and what they are expected to do.
- Establish clear rules for behaviour on bus-no eating, no throwing.

Aims to promote good behaviour in the cloakroom.

Children are expected to:

- Keep the floor clear.
- Pick up **anyone's** coat or bag that has fallen out of a locker.
- Take care of their own property.

Strategies to promote good behaviour in the cloakroom.

- Check the cloakrooms when children are there to ensure sensible behaviour.
- Do not permit children to linger in cloakrooms.

Aims to promote good behaviour at the end of the day.

Children are expected to:

- Collect their belongings quickly and sensibly.
- Walk back into their classroom to wait until asked to line up.
- Line up in a quiet, orderly fashion.

Strategies to promote good behaviour at the end of the day.

- Ensure that the classrooms are left tidy so that the cleaner can work efficiently.
- Children should fetch their belongings when asked to do so by their teacher. They should then stand in their designated places until they are asked to line up.
- Children are taken out by the class teacher or teaching assistant.
- Staff supervise children getting on to the buses.

Sanctions.

We aim to encourage good behaviour by emphasizing positive things. We shall reward good work or good behaviour by:

- Verbal praise.
- Showing good work (to other staff, another class, a friend etc.)
- Holding “sharing assemblies” when children show their work to the whole school.
- Holding evenings in school where children can share their good work with staff, children, parents and governors.

When misbehaviour does occur it will be dealt with in the following ways:

- Quiet word from the teacher to the child individually.
- Diversion
- “time out”-within the classroom
-against the shed at playtime/lunchtime.

If misbehaviour persists.

- Removal of privilege e.g. child may be sent to work in another room.
- Child will be sent to the head teacher to explain themselves.
- If misbehaviour is still a problem parents will be involved. Parents will be contacted either by phone or letter and a meeting arranged with them.
- A behaviour checklist will be set up with the child, parents, teacher and head teacher.
- Staff will liaise on a regular basis with parents to discuss progress towards targets set.
- The final resort is exclusion from school.

Children with severe behavioural difficulties:

- Children who have been identified as having behaviour problems will have a specific Individual Education Plan (IEP) for behaviour outlining targets which they are working towards.
- Regular meetings will be set up to discuss progress towards these targets and to discuss strategies to promote positive behaviour. Parents should be involved and individuals from other agencies may also attend the meeting should it be deemed appropriate.
- The behaviour expectations for children with ASD will be the same as other children. However, the sanctions imposed will reflect the ability of the child to empathise.
- Strategies for behaviour management of children with ASD will be discussed and implemented by the SENCo and class teacher.
- Children with SEN are protected from discrimination by the equality act.

Use of reasonable force:

The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring others, or damaging

property, and to maintain good order and discipline in the classrooms. Head teachers and authorised staff may also use force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child, they will follow positive handling procedures (Appendix 1).

Following use of physical intervention, there will be a restorative discussion with any staff and pupils.

Evaluation and monitoring.

- Circle time and assemblies will be used to explain our expectations to the children and to get feedback from them.

Jurisdiction.

To be effective this policy must be consistently and firmly applied. All ancillary staff and parent helpers will be instructed in this policy and will have the same responsibility and jurisdiction as the teaching staff in carrying it out.

- If parents have concerns about behaviour in school they should raise their concerns with the class teacher or headteacher in the first instance.
- Should parents still have concerns they should be raised with the Chair of Governors.
- If concerns persist, they should be raised with the Pupil Discipline Committee.

Class Dojo at Kinlet C. of E. School.

Class Dojo rewards system has been adopted at Kinlet School as a temporary measure to support positive behaviour. Rewards are given when children have hit specific targets and demonstrated good behaviour. This is shared with parents/carers.

Success criteria.

- All adults consistently and constantly apply the behaviour policy.
- There are frequent, visible instances of good behaviour.
- Children are sensible and well behaved.
- Children respect other people and property.
- Children develop a sense of responsibility for themselves, for others, for their surroundings and the wider environment.
- All staff are trained to recognise and act upon all reports and concerns, including those outside school and/or online.

Resources.

- *Let's mediate* by Hilary Stacey and Pat Robinson.

Appendix 1.

Positive handling procedures:

Positive handling is much more than the use of reasonable force. It is a strategy employed as a means by which to deal proactively with challenging behaviours and so ensure that restrictive physical interventions are used as a last resort and only when absolutely necessary.

Where it is found that a young person's behaviour presents a foreseeable risk and that restrictive physical interventions are necessary, then a Behaviour Support Plan (including positive handling) will be drawn up.

Strategies used as part of positive handling include:

- De-escalation, diffusion and distraction activities
- Reassurance
- Calm talking/communication
- Help script for pupil
- Clear, firm, verbal instructions to offer or direct options, which may include:
 - Supervised time out of the situation
 - Withdrawal of class/school privileges

Behaviour management strategies are discussed with parents and children (if appropriate) and an indication of the positive handling techniques (prompts, guides and escorts) that may be used. Risk assessments are completed against each child when physical restraint may be needed in the context of the identified target behaviour (s) and environments in which they occur.