



Skidby Church of England Primary School

Behaviour Policy

Policy Statement

Our School Vision: A Christian school in a small community, making a big difference.

Thessalonians Chapter Five tells us; *“Encourage one another and build one another up”*

Our School Values

There are many Christian values, but our school vision is underpinned by our core values:

- developing **Respect** for all,
- creating **Resilience** in the face of new and challenging circumstances and
- taking **Responsibility** for our thoughts and actions.

Governors' Written Statement of Behaviour Principles Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking in to account the needs of all pupils. The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

The statement is available upon request from the school and can be found on the school's web site. It is also held in the school office. This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our School Aims.

SKIDBY CE PRIMARY SCHOOL AIMS

1. A working partnership between home and school.
2. It is our goal that children, parents or adults with responsibility, staff and other adults at Skidby C. of E. School work together as a team to provide the highest level of education for all pupils.
3. Provide a learning environment.
4. Our school offers a happy, secure and caring environment, which stimulates learning, encourages courtesy, a consideration for the needs of others and an understanding of the wider community.
5. Provide a well-balanced and broad curriculum.
6. Our aim is to address the whole development of the child. We aim to teach them to apply their acquired knowledge to the development of personal and social skills and increase their moral, spiritual and social awareness.
7. To provide equal opportunity for all children. 8. In our school we offer all children the same opportunities regardless of gender, race or religious
8. In our school we offer all children the same opportunities regardless of gender, race or religious belief.
9. To ensure that every child achieves their full potential and raise standards.
10. In our school we recognise that each child is unique and has individual needs and strengths. We aim to build self-esteem and to recognise achievement in all areas of life. To build self-confidence, motivation and commitment.
11. To develop high standards of discipline.
12. In our school we have developed a policy, which rewards children for good behaviour and sets out our high expectations of behaviour, attendance and punctuality.

We believe these aims will develop us; spiritually, morally, socially and culturally therefore helping to prepare us for the next challenges and opportunities in our lives.

Our Behaviour Principles are therefore;

- Work hard • Respect and contribute to our School and it's environment
- Compete and believe you have every chance of success
- Take appropriate risk and commit to difficult things
- Work together and respect each other
- Be kind and gentle

Skidby CE Primary is a restorative school and is committed to teaching children the value and life skills needed to help build strong communities, both now and in the future. The key to this is being proactive in modelling and teaching positive behaviour and communication.

Children need help and support to reflect on their behaviours, both positive and undesired, and to help them to learn from this and cope with their emotions.

All members of staff may feel it necessary to use some or all of the restorative questions to help deal with situations as they arise;

When challenging behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Rewarding Positive Behaviours

Skidby CE Primary is dedicated to using a positive reward system to allow all children to succeed. This is based on the fact that members of staff should focus heavily on the types of desired behaviours they do wish to see in class and around school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways;

- Verbal praise
- Stickers
- Dojo Points to be awarded by any member of staff in school – certificates given out linked to these points
- Good work to be shown to the head teacher
- Showcasing of work on displays
- Head teacher and values certificates during Friday assemblies
- The use of Marvellous me to inform parents of positive behaviours/work.

All positives can be given by any member of staff who deems a child's efforts to be noteworthy.

Sanctions

Behaviour management is a whole school responsibility and challenging unwanted behaviour is no exception, to ensure consistency across the school, all staff must follow the following flow chart for dealing with most pupils.

Step	Action		Consequence
Step 1	VERBAL WARNING	Child should be given a reminder of expectations in class in a positive manner and informed of next step if unwanted behaviour continues.	
Step 2	AMBER WARNING	Child will be placed on to amber on the traffic light in class. Remind child that a positive change in their behaviour will see them return to green.	
Step 3	RED WARNING	Child will be placed into the red section of the traffic light. Move the child to another position within the classroom if appropriate to do so. A behaviour report (appendix 1) form MUST be completed for all red behaviours and passed to the head teacher.	Child to miss break time by being placed with an adult on duty – this adult should be independent of any dealings with the behaviour. Parents to be informed of child’s behaviour by the class teacher.
Step 4	HEAD TEACHER	Child is to be relocated to another classroom or head teacher’s office to complete work – whichever is more appropriate. A behaviour report (appendix 1) MUST be completed and given to the head teacher. STEP 3 and 4 Incidents to be monitored by head teacher with repeat incidents by a child (3/4 within a term at discretion of the staff) requiring a meeting with pare	The child is still to receive their consequence – missing their break time. Parents to be invited in to meet with head teacher and class teacher after repeated incidents. During this meeting further steps must be discussed as appropriate, consider the need for a behaviour care plan (appendix 2) or for further consequences such as an internal exclusion.
Step 5	EXTERNAL SUPPORT REQUIRED	If the child’s behaviour is still unwanted after being removed from their class, the head teacher will be contacted to remove the child from the	Involvement of appropriate external agencies to support the child such as

		classroom environment. If child continues to have repeated red card incidents after a meeting with parents and class teacher, the head teacher will decide upon the appropriate escalation of support and sanctions for the child. If a serious one off incident occurs, the head teacher may decide upon an appropriate support or sanction.	educational psychologist, outreach support, school nursing team. Exclusion (fixed term, lunchtime exclusion or permanent).
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- All incident reports must be copied and given to the head teacher for school records.
- Children missing break/lunch time will be dealt with by their class teacher or phase leader. The children are to complete a piece of work designed to reflect on their behaviour and emotions.

Behaviour care plans

On occasion it may become clear that a child may need extra support and a more bespoke way of coping with behaviours. This may become evident in a range of different ways.

- Repeated 'red card' incidents, logged using an incident record, within a half term.
- Frequently noted low level disruption within class, to be discussed with phase leader.
- A child may be showing more extreme behavioural difficulties within a class setting.
- Following sanctions from the final stage of the sanctions flow chart.

The purpose of a behaviour care plan is, firstly, to identify that the whole school approach to behaviour may not be the most appropriate way to support that child within the classroom. Secondly, it identifies the types of behaviours seen by members of staff and discusses the possible ways to support and help modify these into a more positive behavioural pattern, and thirdly it gives all members of staff a very clear framework when working with the child to ensure that they receive a consistent approach from all in school.

If it has become evident that it is appropriate for a care plan to be put in place, the school will invite parents and any other external agencies deemed useful to give their input, agree a joint approach and identify any support needed for the child. The attached appendix (appendix two) will be completed by a member of staff during the meeting and once agreed, this will be disseminated to all staff, who then have a responsibility to familiarise themselves with the plan and ensure they utilise it.

Skidby CE Primary School – Behaviour Care Plan

Present at Review:

Name:	Date of Plan:	Review:	
Context:			
Type of Behaviour	Action	Success Criteria	Reward

Additional Notes:

Signed:

Date: