



PARISH OF THE ASCENSION, HULME

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Education Act 2002,](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Education and Inspections Act 2006,](#)
- [DfE guidance](#)
- [DfE - Searching, Screening and Confiscation](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

3. Equal Opportunities, Racial Equality and Inclusion

The children of St Philip's are from a wide variety of culture, backgrounds and lifestyles. We aim to ensure quality of opportunity for all our children irrespective of race, gender, class, ability, sexuality, special needs or whether they are children in need.

4. The Principles of Our Policy

The overriding principle at St Philip's is one of nurture rather than sanctions. At St Philip's C.E. Primary School:

- We strive to achieve the highest possible standards of behaviour. This is dependent on the commitment and involvement of all parties: children, staff, parents and governors.
- We believe that high standards of behaviour enhance the quality of teaching and learning available to our pupils and these standards are important in reflecting the school's ethos, which is based upon Christian principles and gospel values. We aim to be consistent in our approach and in our application of any agreed rules and reinforcement strategies.
- Parents and carers are highly valued as joint partners in this process and we expect, as well as, appreciate their involvement and support at all levels.

5. Bullying

At St Philip's, we aim to prevent and deal with any behaviour deemed as bullying and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and Responsibilities

6.1 The governing body:

- Is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- Will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The Head Teacher:

- Is responsible for reviewing this policy in conjunction with the governing board
- Will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.2 Staff

The staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a positive approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.3 Parents / Carers

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6.4 Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. School Rules

In every classroom the following rules are displayed and the expectation is that these are followed.

- Be kind
- Respect others
- Work hard
- Enjoy school

These rules are discussed with all age groups at the start of each academic year and referred to as and when necessary. Reward systems are in operation in order to positively encourage and reinforce these rules.

8. Rewards and Sanctions

Throughout each day, the expectation is that every member of staff will endeavour to adopt a positive attitude towards all our pupils through the use of team points and our Emoji Consequence Ladder.

Positive behaviour will be rewarded with praise, stickers, golden tickets and privileges. Every child who receives a golden ticket is entered into a draw for a prize at the celebration assembly on Friday.

- From Year 1, each child will have an affiliation with a house (St George, St David, St Andrew, St Patrick or St Philip). Team points may be awarded by any member of staff for observing positive behaviours or for work achievement. The points are totalled weekly and announced in the Friday's celebration assembly. Every half term, there will be a celebration for the winning house.
- Class teachers will adapt the Emoji system to work appropriately for their class. However, the following process should be followed:
 - Every child's name begins the day on the 'smiley' face.
 - For exceptional work or behaviour, the child's name can be moved up to the 'sunshine' face, where they will receive a golden ticket.
 - Children who remain on the sunshine face at the end of the day will have their names entered into Friday's golden ticket raffle.
 - Low level disruption is met with a verbal warning.

- Continuation of the behaviour will result in the child's name being moved below to the 'thinking face' and a reminder of the class charter.
- Further negative behaviour will move the child's name onto the 'sad face'.
- Persistence in the behaviour will result in a five minute removal from class (class partners Y1 & Y2 with a timer, Y3 & Y4, Y5 & Y6. Reception at the discretion of the staff).
- As in previous steps, the child is given opportunities to move their name back up the ladder.
- If the behaviour continues and the child is not willing / able to follow the school rules, he/she is then sent to a member of SLT supervised by a member of staff. The child will remain with SLT until they are able to return to the classroom in a calm manner.
- At the discretion of SLT, a phone call home may be made to inform parents.
- Continued disruption and inability to follow the school rules may lead to the use of a report card. The purpose is to have a positive effect upon the child's behaviour. The child is given specific, achievable targets to work on in short time scales. Parents are informed before their child has a card and are expected to sign and discuss it every night.
- Restorative practice underpins the staff approach to managing behaviour.

9. Behaviour Management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display their class charter
- Develop a positive relationship with the children which may include:
 - Greeting pupils with a smile
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively e.g. discussing 3 good things that happened and starting the next day afresh
 - Using positive reinforcement
 - Being clear and realistic
 - Giving quiet personal reminders

9.2 Playtime and lunchtime

Playground Rules:

- We look after each other and play together
- We show respect to every adult on duty
- We let other children get on with their games
- We stand still when we hear the bell or whistle

- We ask children on their own if they would like to join in with games
- We say sorry if we have done something wrong

Failure to comply with these rules will result in a verbal warning. Persistent failure will result in the child being accompanied to the hall at lunchtime where the amount of time a child spends is at the discretion of the adult.

9.3 Physical restraint

There may be incidences where a child is needed to be physically removed from a situation. **This is always used as a last resort and only by members of staff who have been trained to use Team Teach strategies.**

Reasonable force would be used to prevent a child from:

- hurting themselves
- hurting others
- damaging property

Any instances will be reported to SLT and recorded on CPOMs (Child protection monitoring system) and in the Behaviour Log. Parents will also be informed.

9.4 Confiscation

Any item which is harmful or detrimental to school discipline will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Links with other policies and information:

- [Exclusions From Maintained Schools](#)
- [School Exclusions \(Manchester City Council\)](#)
- Safeguarding policy
- SEND policy
- Anti-bullying policy
- E safety policy

Appendix 1: written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour policy.
- The behaviour policy is understood by children and staff
- The exclusions procedure currently in place with MCC explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and their home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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