



St Peter at Gowts Church of England Primary School

Policy	Behaviour
Date adopted	February 2018
Date reviewed	May 2020

Vision

Our school vision underpins this policy. St. Peter at is a place where all are valued, potential is unlocked, and hope is a core principle guiding this behaviour policy and the strategies that are underpinned by this.

Unlocking potential in all, empowering a community of hope.

As an inclusive Christian community, we work towards unlocking the potential in all and empowering a community of hope. We seek to achieve this by providing a safe, inspiring and creative learning environment where all can flourish. Our successes are built on the foundation of our shared values and our consistently high expectations. Through challenge and support, we strive for excellence in all we do.

“Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible.” (St Francis of Assisi)

Values

At St. Peter at Gowts, all members of staff will take an active responsibility for all children using our preferred practices both in the classroom and in the wider duty of care role throughout school. We believe that behaviour is not accidental; we all choose to behave in the way we do and use the school values to understand this. We believe that we have a shared responsibility, with parents, in the development of positive behaviour. We will continue to develop positive relationships between children, staff, parents and other members of the school community. We believe that our framework of values and rights, responsibilities, rules and relationships all work together to create a caring community atmosphere.

Our School Christian Values are extremely important to us and are at the heart of all that we do. All members of staff, alongside parents, will take an active role in promoting these values through our own behaviour and that expected of children.

- Friendship
- Forgiveness
- Trust
- Peace
- Hope
- Creation
- Justice
- Wisdom
- Respect
- Responsibility
- Honesty
- Happiness
- Self-belief
- Love

Aims

The school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

- To ensure children learn the values and attitudes which will strengthen their self-belief and respect for others.
- To provide all children with an environment that is conducive to focused learning.
- To promote friendship and respect for individual differences.
- To ensure a consistent, positive approach to behaviour management throughout the school.
- To foster a safe, stimulating and trusting school community.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To encourage the active and early involvement of parents in supporting positive behaviour.

Expectations

Routines that support positive behaviour and a Values Based Educational approach is developed within each individual classroom. Where there is disagreement between children, adults will support them to use restorative justice to solve their dispute. This allows children to find their own peace with each other rather than an adult simply dictating what needs to happen. If this is unsuccessful or inappropriate, then the traffic light system will be used.

Staying on Green & Going for Gold

- All classrooms will have a 'Staying on Green' display.
- Every day pupils will start on 'Green'. This is shown clearly by their name/picture being visibly displayed on the green part of the display.
- Pupils should demonstrate our Christian values at all times and if they display that positive behaviour then they remain on 'Green'.
- Pupils who do not adhere to the behaviour expectations will be given a verbal reminder by an adult. (Reminders should not be marked on a class board.)
- If a further reminder is given then the child moves to 'Yellow'. An opportunity should be given to the child to utilise "you talk, we listen" in order to de-escalate the situation and help the child to improve their behaviour.
- A child who is on 'Yellow' and improves their behaviour will be moved back to 'Green', demonstrating forgiveness.
- If a further reminder is needed then the child is moved to 'Red'.
- 'Red' means that the behaviour has been unacceptable. In EYFS the child will 'sit out' of activities for an appropriate period of time and then be given time to talk to an adult about their feelings and behaviour, saying sorry if appropriate. In cases of serious misbehaviour or where a child's behaviour in EYFS continues to cause concern a 'Red Card' will be issued.
- In Years 1-6 the child will receive a 'Red Card' to be sent home with them at the end of the day, the reason for the 'Red Card' being issued will be discussed with parents/carers in person at the end of the school day or by telephone as soon as possible. All 'Red Cards' issued must be recorded using the file in the School Office, following the procedures outlined there.
- A child who has received a 'Red Card' (Years 1-6) will lose their next class break, however they will begin the next day on 'Green', in order to instil hope and provide them with the opportunity to get it right.
- If a child receives three 'Red Cards' in a term (Autumn, Spring or Summer) a letter will go home informing parents of what has happened and the nature of the incidents.
- If the child receives a further two 'Red Cards' in that same term, the Headteacher will arrange to meet with the parents of the child, class teacher and possibly SENDCo to discuss ways forward and to consider a behaviour plan.

The following incidences would usually cause children to receive a 'Red Card':

- Violence
- Bullying
- Racism, sexism or homophobia

- Swearing
- Any other serious breach of our school values and rules

If a child displays outstanding behaviour through friendship, respect or wisdom, they will be moved to 'Silver' and rewarded with a sticker. If they continue with this behaviour and exceed it even further, the child will achieve 'Gold'. Children displaying responsibility and self-belief through outstanding effort or an exceptional piece of work may move to 'Gold' straight away. Children will receive a Gold Card in Celebration CW and parents/carers will be invited to attend

Values Awards

- When children or adults are seen to be demonstrating any of our values, their name and the value they have shown can be added to a raffle ticket, giving them entry to a prize draw in Celebration CW. Any adult or child in school can complete a raffle ticket, sharing love, wisdom and hope.
- A weekly 'Values Award', chosen by the MDSAs is presented in Celebration CW to one child who has demonstrated the termly value at lunchtimes

Dojos (House Points)






- Our Houses are named after historic Lincoln landmarks and given an identifying colour (Blue Castle, Red Cathedral, Green Stonebow and Yellow Bailgate).
- All members of staff can reward children with Dojos for effort, progression, looking after the environment and looking after others.
- Dojos are counted and celebrated in a termly Collective Worship, led by the House Captains.

Sporting Star

- Each week a 'St Peter's Sporting Star' is chosen and rewarded in Celebration Worship for their exceptional sporting effort or achievements.

Beastly Brilliance

Each week class teachers nominate children who have displayed different aspects of 'Beastly Brilliance' in their learning behaviour. The child's achievements are talked about in our weekly Celebration CW and they are given a certificate for the particular animal whose attributes they have shown. Each child can collect the whole series of certificates throughout their school career, recognising their progress in developing their learning behaviours for life. This scheme links closely with our status as an accredited 'Values Based Education' school.

<p>Leading Lion</p>  <p>Brave Confident Determined Focused Giving things a go Leader Protective Proud Risk taker Strategic</p>	<p>Dependable Dolphin</p>  <p>Caring Committed Energetic Imaginative Inquisitive Playful Enjoyment Shares ideas Team player Uses resources</p>	<p>Observant Owl</p>  <p>Explains Independent Learns from mistakes Listener Mediator Observant Opinionated Remembers Thinks things through Wise</p>	<p>Changeable Chameleon</p>  <p>Adaptable Helpful Imitates ideas Improvement Multi-tasking Patient Perseveres Sympathetic Understanding Versatile</p>	<p>Blissful Butterfly</p>  <p>Calm Creative Gentle Goes the extra mile Hard working Mature Polite Positive Trustworthy Unique</p>
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In Breakfast Club, After School Club and At Lunchtime

The Breakfast Club Staff/Midday Supervisors are responsible for responding to pupil behaviour in the first instance and restorative justice principles will be used. Children who are seen to have a minor disagreement with their peers or a minor issue with friendship at lunchtime will be encouraged to seek the help of Peer Mediators.

If the situation requires adult intervention:

- The BCS/ASC/MDSAs will talk to both parties involved calmly and try to help them reach a resolution.
- If children can get on and the conflict is resolved, then they should be sent on their way with no further consequences. If the children are too angry to talk things through, they should be given some space to calm down and think before a resolution is sought a second time.
- If BCS/ASC/MDSAs are unable to resolve the issue the support of the Class Teacher or SLT should be sought. If a child does not display positive behaviour
- they are to be given a reminder of the expectations
- If the same child continues to misbehave, they are asked to sit in a quiet area of the hall (Breakfast Club) or stand at the wall (lunchtime) to reflect on their behaviour. When 5 minutes are up, the BCS/ASC/MDSA that dealt with the situation will talk to the child about their behaviour choices and remind them of the positive choices they could make.

If the same child continues to misbehave, support should be sought from SLT.

Roles and Responsibilities

Teachers will:

- At the beginning of each academic year establish with the class a clear code of conduct phrased in positive language. These should be prominently displayed in the classroom.
- Establish classroom routines that support positive behaviour
- Use praise for achievement, appropriate behaviour, skills and effort. Where appropriate, underpin this praise with the 'Staying on Green' system.
- Be aware of the individual social, emotional and learning needs of the children and be well prepared to meet these needs.
- Establish a clear method (e.g. raised hand signal, with or without a sound prompt) of getting the attention of the class and sustain this throughout the year.

- Ensure that the classroom is a welcoming, well-organised, stimulating and organised environment for learning.
- Encourage children to actively participate in self-assessment of their own learning and behaviour.
- Take allegations of bullying, sexism, racism and homophobia very seriously. Tell children when and how they will address the issue. These incidents should be recorded in the Incident book and reported to the Head Teacher straight away.
- Seek advice and support when inappropriate behaviours continue despite intervention.

We believe that excellent teaching and learning promotes positive behaviour. Therefore, all teaching is underpinned by the school 'Teaching and Learning Policy'.

Parents

Parents have a vital role in promoting positive behaviour in school so respectful and effective relationships between home and school are very important. It is important that teachers can depend on parents/carers' full co-operation in supporting their child's behaviour.

To support parents the school community will endeavour to achieve good relationships between home and school by:

- Promoting a welcoming environment within the school;
- Giving parents/carers regular constructive and positive comments on their child's work and behaviour;
- Communicating regular information about school events, achievements and issues of concern.
- Encouraging parents/carers to come into school on occasions other than parents' evenings;
- Keeping parent s/carers informed of school activities by letter, newsletter etc.;
- Involving parents/carers at an early stage in any disciplinary issues.
- Offer parents/carers the opportunity of talking to our Parent Support Worker

Inappropriate Behaviour

Most behavioural incidents will be managed through the systems outlined above. Where children are unable to manage their behaviour on a regular basis an Individual Behaviour Plan may be drawn up with support from the Senior Leadership Team in the first instance and then with the support of the Special Educational Needs Co-ordinator if difficulties persist. Parents will be fully involved when Behaviour Plans are drawn up. The school will liaise fully with such agencies as the Police, Education Welfare, Emotional and Behaviour Support Services, Social Services, Health Services and the Educational Psychology Service as appropriate.

Use of Reasonable Force

All members of St Peter at Gowts Church of England Primary School who have undergone Team Teach Training have the right to use reasonable force in the following circumstances:

- To prevent pupils from hurting themselves or others
- To prevent school property from being damaged
- To maintain good order

Staff will use their professional judgement based on the above criteria. A record of physical intervention will be completed for each incident and parents will be informed by a member of SLT.

Exclusion

In cases of extreme misbehaviour, the school will consider the use of exclusion (fixed term or permanent).

Extreme misbehaviour, may include but not be restricted to:

- Verbal abuse of an adult in school
- Extreme physical aggression
- Possession of a weapon (or item which the governors consider could be used as a weapon)
- Possession of illicit substances (or substances which the governors deem to be inappropriate)
- Racist, sexist or homophobic abuse

- Sexual abuse

Bullying

Please see anti bullying policy.

Monitoring

Good and poor behaviour will be monitored and evaluated by the class teacher and the Senior Leadership Team at regular intervals. The Head teacher will report regularly to the Governing Body regarding behavioural issues. Good behaviour will be rewarded and unacceptable behaviour will be challenged.

Review

This policy will be reviewed annually.