



Behaviour Policy

Required Review Frequency	1 years or sooner if HT requests
Next Review Due:	May 2022
Committee Responsible:	Curriculum and Standards Committee
Document Location	School

Version	Approved By	Date of Approval	Key Changes
1.1	Curriculum & Standards Committee	07/11/2018	Reviewed, no changes required
1.2	Curriculum & Standards Committee	5/5/2021	Reviewed, changes to wording.
1.3	FGB	19/5/2021	Reviewed, changes made with reference to school values added.

Rationale:

The ethos and values which underpin our Western civilisation stem from our Christian heritage which has provided a code of morals and behaviours by which to live. Over time these may change, however in order for our society to flourish everyone needs to adhere to its values and behave in an acceptable manner. Thus for children to become responsible citizens they need to learn socially acceptable ways and demonstrate them in their daily lives.

Aims:

At St Helen's we aim to create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. Good pupil behaviour is fundamental to each child's happiness, well-being and successful learning. Thus all staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience at St Helen's.

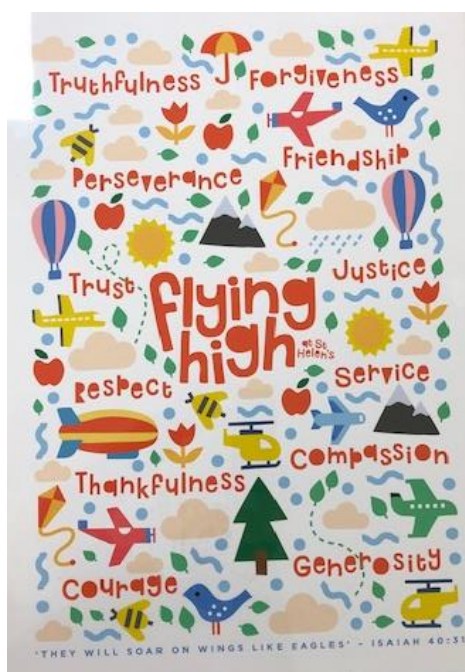
Rights, Rules and Responsibilities:

We believe that all children have the right to develop their potential and to be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and are split into three areas: whole school, the classroom and the playground. It is the responsibility of everyone, both child and adult to assist in the promotion of

socially acceptable ways. For their rights to be maintained, children have to take responsibility for following the rules. If children break the rules they need to understand that they have chosen to do this and therefore must accept the consequences of their actions.

School Values:

At St.Helen's we pride ourselves on enabling the children to live the values that we teach them. By following closely our twelve school values we hope to instil in children the values that will enable them to co-operate successfully with each other and interact with the wider world.



Guidelines:

- A) In order to encourage our children to behave in a socially acceptable way, staff must model good behaviour by:
- Treating all children and adults with respect and speaking politely
 - Praising children's efforts and achievements as often as they can
 - Explaining to children what they should have done or said when they got it wrong
 - Telling parents about their child's efforts and achievements
 - Avoiding using critical or sarcastic language
 - Promote self confidence in the children
- B) We believe that children should be expected to:
- Treat other children and adults with respect
 - Speak politely to other people
 - Take good care of property and the premises

- C) The staff will promote good behaviour through the use of:
- Teaching of Christian values through the school's ethos and curriculum
 - Modelling good behaviour
 - Using PSHE lessons through the Jigsaw scheme of work that is embedded into the PSHE curriculum.
 - Providing opportunities for children to take on responsibility for different jobs around school.
 - The Learning Council discussing issues
 - Taking part in the National Anti-bullying Week
 - Recognising and acknowledging good behaviour: noting when it happens
 - Awarding of praise certificates, stickers, house points, marbles in jar, etc
 - Weekly Celebration Assemblies
 - Providing class/group rewards e.g. Golden Time when appropriate for the children's age
- D) The following behaviours are not acceptable:
- Use of rude or unkind language including racism
 - Lack of respect for others and property
 - Deliberate dishonesty
 - Hitting, kicking, biting or other such violence
 - Bullying of any kind

At St.Helen's we encourage all our children to be Flying High at all times.





- E) Should unacceptable behaviour occur:
 The following staged behaviour systems should be followed in KS1 and KS2 classrooms this is demonstrated through the use of the behaviour chart:

Both charts following the same rationale albeit in different language for the children to understand clearly.

Key Stage 1 Behaviour System

Key Stage 2 Behaviour System

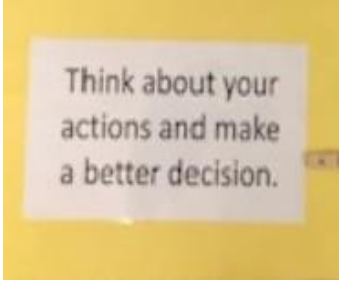


Stage	KS1	KS2
<p>Rewarding Good Behaviour Choices:</p> <p>All children start every day at In Flight and through the good choices that they make, or by demonstrating the school values they are rewarded by moving up, in recognition of their behaviour.</p> <p>(The language is slightly different to make it more age appropriate for KS1 children)</p>		

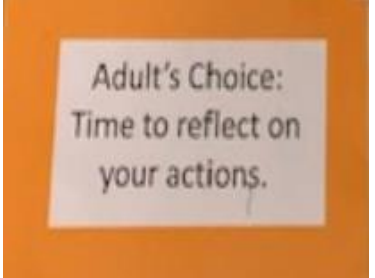
If children are making inappropriate choices about the way they behave the following systems will be used.



Stage One:
The child will be given a verbal warning about their behaviour choices and reminded of the good behaviour that they have previously shown and reminded to modify their behaviours and to re-engage with their work or to act and speak respectfully.

Stage Two:
Despite repeated warnings the child chooses to persist with the unacceptable behaviour and is therefore moved down to Partly Cloudy (KS1) or yellow card (KS2) as they are choosing not to modify their behaviours. This offers an opportunity for the child to reflect and change their actions after already receiving a verbal warning.



Stage Three:
The child continues to persist in an unacceptable way, despite being on the previous stage. Unfortunately the child is moved down again to 'Heavy Cloud KS1' or Orange Card KS2. At this stage



<p>there will be a consequence given, e.g. having to lose some playtime which is up to 10 minutes.</p>		
<p>Stage Four (Red card)</p> <p>If the inappropriate behaviour continues despite repeated advice for the children to modify their behaviour, then a red card will be shown, which means that the pupil must leave the lesson and go and work in another classroom for the duration of the lesson and miss the whole of the following playtime as a consequence for their actions in not only disrupting their learning but that of others.</p> <p>At the end of the lesson the child will report to the most senior teacher present and conversation will be carried out so that the child can complete any missed work and for the child to reflect upon the consequences of their actions. The child's parents will be informed by a telephone call by a senior leader as soon as it is possible for the leader to do. This will normally be after school or the following morning.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		

F) Severe Clause

However, there are some occasions when it is necessary to apply the severe clause:

- A child will automatically be sent to the Head of School (or in his absence the most senior teacher) for these serious breaches of the Behaviour Policy:

Rudeness to staff, verbal abuse, violent behaviour, bullying, including racism or an equivalent infringement of equal opportunities; wilful damage to property.

The Head Teacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with.

- In some cases, children who show persistent inappropriate behaviour (or children for whom the above systems do not seem to work), additional meeting will be held with parents to talk through the consequences of their child's actions. The child may be supported through an Individual Behaviour Plan (IBP) which is agreed with parents and reasonable endeavours put in place.

- Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion.
- When a child is in danger of being excluded because of on-going or deteriorating behaviour, an additional support plan is created for that pupil to minimise the risk of exclusions. The plan is written with the cooperation of the pupil, parents, teacher, SENCO/HT and any other relevant agencies as advice from external support agencies will be taken.

Reasonable Adjustments for Pupils with SEND:

In line with our SEND policy, as a school we understand that the SEMH (Social Emotional and Mental Health Needs) and behaviour needs of all pupils may not be able to be managed by the behaviour systems that the majority of children will be able to work in accordance with. The endeavours that we put in place to make reasonable adjustments for SEND children are considered carefully and in conversation with parents/carers some children are working on their own differentiated version of a behaviour systems but with the same goal of trying to ensure good behaviour and to be Flying High. This is communicated clearly with parents/ carers.

G) Praise and Rewards

We believe that rewards are essential for the promotion of positive behaviour within school. Praise for behaviour is as important as praise for high attainment. Praising students will raise their self-esteem, help them to learn to accept praise, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

At St Helen's, this includes:

- Receiving a 'postcard home'
- Award of house points
- Stickers and stamps
- Certificates as part of our celebration assembly
- Verbal praise
- Values shields
- Visiting the executive head, head of school and other senior leaders to celebrate their work.



Monitoring and Evaluating:

- Both pupils and parents will be surveyed for their views on behaviour at school on an annual basis so as to provide evidence of the effectiveness of the policy
- The SLT will report on the effectiveness of the policy to the Governors on an annual basis

Related Policies:

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Physical restraint
- Equalities
- Safeguarding
- Home-school Agreement
- Equal Opportunities
- Acceptable Use

This policy has been subject to an Equality Impact Assessment. As each child is unique and has specific needs this policy will be differentiated to meet individual needs.