

'Growth through Jesus' love, so that we can learn, persevere, achieve and bear fruit together'



ST. CHAD'S C.E. PRIMARY SCHOOL

Behaviour Policy

2022-23

Love, Joy, **P**ace, **P**atience, **K**indness, **G**oodness, **F**aithfulness, **G**entleness & **S**elf-Control

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Introduction

At St Chad's CE Primary School, we are passionate about providing a safe and inclusive environment for all children. This is underpinned by the Fruit of the Spirit, encouraging children to develop love and kindness for those around them through self-control, which in turn is grown through emotional regulation. Promoting favourable, positive behaviour is the shared responsibility of everyone who is part of our school community. We hold high expectations for behaviour and promote this throughout our behaviour policy. We believe that by implementing the restorative approach framework, we can enable children to build stronger relationships and strategies to deal with their behaviour in the future, thus preparing them for life beyond St Chad's. We aim to help children to become empathetic, considerate and respectful of others, developing skills to problem solve and repair relationships independently.

Aims

- To develop positive relationships through a restorative approach, which promotes self-esteem, self-discipline and establishes clear expectations of all members of the school community.
- Create a sensitive and supportive atmosphere to help children to regulate their emotions and develop confidence to make good choices in their behaviour.
- To build a positive environment for all staff and children in school.

Our Rule

We have one rule: ***Be respectful, be responsible and be reflective.***

This is underpinned by our school values, the Fruit of the Spirit, in which children develop their love and respect for themselves and their community.

For children, we clarify this rule as:

- Being responsible and respectful in the way we behave towards ourselves and others.
- Being responsible and respectful in the way that we treat our property, the property of others and our environment.
- Reflecting on our choices of behaviour and thinking about how this can impact ourselves and others, considering the next steps to make better choices.

In an age-appropriate way, this rule is shared by class teachers with their class and is regularly referred to. It is displayed and reinforced within the classroom and across the school.

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Everyone in our school community is encouraged to ‘fix it’ together. All staff members know the importance of modelling positive language, behaviour and strengthening positive relationships. When meaningful relationships are developed and connections are made, individuals are less likely to cause harm to others.

Rewards

Rewards for positive behaviour and good choices are intrinsic and we recognise that feeling good about something you have done is a very significant reward. With this in mind, staff use positive praise and verbal feedback, or signals to show an indication of good choices. Children are encouraged to do the same. We also reinforce positive behaviour with recognition through awards such as:

- Star of the week certificates (given in Celebration Worship)
- Team points
- Gold coins
- Lunchtime supervisor awards
- Stickers
- Fruit of the Spirit certificates
- End of year awards (For example, Headteacher Award, Most Improved Learner Award, English Laureate Award)

Star of the Week Certificates

Each week class teachers nominate at least 2 children from their class to receive an award for achievement related to behaviour or work. Class teachers prepare the certificates and keep a record of those given out. The certificates are awarded in ‘Praise Worship’ at the end of the week with a brief explanation from the teacher.

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Team Points

Teams are allocated on entry into Reception Class. These will be evenly allocated across the four teams, Red – Samuel Johnson, Yellow – Erasmus Darwin, Green – Anna Seward and Blue – David Garrick. Team points are awarded for effort, achievement and positive behaviour. The approximate amount given for suggested things below are as follows:

- ● Hard work, doing your best, listening, sharing, working collaboratively, persevering, being resilient, caring for others, using manners, focussed, helping etc. = **1 team point**
- ● Completing homework independently, on time and to a high standard = **1-5 team points**
- ● Lunchtime positive play and behaviour = **1-5 team points**
- ● Exceptional behaviour and work which is celebrated by the Headteacher = **10 team points**

All children from years 1-6 have an individual 'Team Point Card' on which they collect their points. These points are collected cumulatively over their whole time here at St Chads. For every 50 points gained children receive a 'Headteachers Award'. For every 200 points accumulated, children receive the following:

- ● 200 team points = a blue star enamel badge
- ● 400 = a bronze star enamel badge
- ● 600 = a silver star enamel badge
- ● 800 = a gold star enamel badge
- ● 1000 = a bronze cup enamel badge
- ● 1200 = a silver cup enamel badge
- ● 1400 = a gold cup enamel badge
- ● 1600 = a bronze St Chads' medal
- ● 1800 = a silver St Chads' medal
- ● 2000 = a gold St Chads' medal

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Gold Coins

1. Golden coins can be earned by following and living in ‘the Fruits of the Spirit’. The children then add them to their year group token collectors in the hall. At the end of each half term the tokens are counted and turned into a donation to their chosen charity.

Fruit of the Spirit Awards

- **Fruits of the Spirit Certificate**– awarded **half termly** to one child in each year group from Nursery to YR6, who ‘lives’ in one of the nine spirits (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self- control)
- **Annual Fruits of the Spirit Award** – one child who has exhibited all 9 fruits of the spirit over the academic year. This can be awarded to a child of any age.

Restorative Practices

At the heart of the Restorative Approach is the intention to resolve conflict that occurs through a peaceful and fair process in which all parties are heard and respected.

Being ‘Restorative’ focuses on building positive relationships based on taking responsibility for your own actions and respecting others. This approach to behaviour aims to build a supportive community based on trust, forgiveness and strengthening relationships. It can help children to self-regulate their emotions and see the effect they have on others. This approach is based on fairness so that balance can be restored when good choices have not been made.

Children and staff are encouraged to work together to restore and repair. All staff have an understanding of the basic principle of restorative practice and know the importance of using positive language to support behaviour choices. This approach ensures that time is allocated to putting the behaviour right.

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We believe it is the responsibility of all staff, pupils and members of the school community to uphold and maintain our school values of **the Fruit of the Spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control**. On occasions when these values are not being respected, we use restorative approaches as outlined alongside consequence stages (see behaviour response chart).

The Restorative Approach

This approach focuses on building a positive community, setting high expectations and repairing relationships when needed. Our rule ‘Be respectful, be responsible, be reflective’ is essential in this.

At the start of every school day, teachers share the rule with children and remind them of the expectations of favourable behaviour. Children are therefore encouraged to take responsibility for their own actions, as well as considering the impact of their behavioural choices on others.

Children who do not follow the expectations of favourable behaviour and do not follow our rule ‘Be respectful, be responsible, be reflective’, will be spoken with and a consequence given when appropriate. This is detailed in our Behaviour Response Chart. Within this, we have included ‘restorative conversations’. The aim is to provide children with the opportunity to reflect on, correct and ‘fix’ their behaviour and relationships.

When an incident of unfavourable behaviour has occurred, our aim isn’t to establish ‘why’ in isolation, but to determine what has led to an issue and find a positive resolution.

Restorative questions may include:

- **What happened?** Drawing out each person’s account of a story. This does not always have the aim of determining a definitive conclusion of what happened, but is to ensure that all parties are treated fairly and listened to.
- **What do you think about that?** What each person was thinking and feeling throughout the issue.
- **How do you think this impacts other people?** Encouraging children to empathise and consider the impact of their actions on other people.
- **What do you think needs to happen next?** At this point, the responsible adult will make a decision about consequences. Staff will then support children in identifying ways to repair a damaged relationship.

Language used in restorative conversations may include:

Encouraging: Can you tell me some more about that?

Clarification: Can you help me understand that?

Checking: If I tell you, let me know if I’m right... Did you say?... Can I just check this with you?....

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Reflecting: You said.... How did you feel? How do you feel now?

Summarising: So you said several things made you feel cross...

Empathy: It’s understandable that you feel cross / upset / disappointed

Affirmation: I appreciate you telling me / Thank you for apologising / I appreciate that you have reflected and want to change your actions

Favourable Behaviours

The School Environment: Take care of classrooms and the wider school, by treating learning environments with respect, helping to keep school tidy and taking care of resources.

Moving around school: Walk calmly and quietly around school, showing politeness and consideration for others.

Collective Worship: Enter worship/church calmly and quietly, showing respect for adults/children delivering it; participate and contribute to interactive elements in a positive and respectful manner; follow instructions carefully and respectfully.

Dinner Hall: Line up quietly; be polite when receiving meals; follow instructions of adults; maintain table manners; consider the level of noise and move sensibly to the playground/field.

Playground: Children are expected to respect the authority of all staff equally, regardless of their role. Children are expected to respect the adults on duty in the same way that they would with teaching staff. Children should follow the instructions given by adults and be considerate of other children on the playground.


Consequences

IN SCHOOL

Stage	Summary of Stage	Example Behaviours	Parental Contact
Stage 1 – Reminder	Verbal reminder of the expectations.	<ul style="list-style-type: none">• Not on task or avoiding work• Disrupting others• Not following instructions	If frequently occurring (most days throughout the week), parents will

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		<ul style="list-style-type: none"> Poor choices and actions in the classroom or playground 	<p>spoken to at the end of the school day or receive a phone call.</p> 
Stage 2 – Warning	A clear verbal warning, making the child aware of their actions and the next steps if they continue.	<ul style="list-style-type: none"> Repeatedly disrupting Refusal to follow instructions Poor choices e.g. teasing Hurt someone (accident) due to unwanted behaviours Lack of respect for people or property Not making a safe choice 	
Stage 3 – Last chance	Speak to the child privately and give a final chance to engage. Three minutes reflection will be added to the end of the lesson (repair). If this during an afternoon, children will have their 3 minutes in the safe space of the classroom.	<ul style="list-style-type: none"> Continued behaviours displayed at stages 1 and 2 Not making a good choices or refusing help to make good choices Being rude / shouting 	
Stage 4 – Time Out	For 5 minutes, the child will spend time in another classroom. They will take with them a reflection sheet.		
Repair – 3 minutes	During the 3 minutes, child speaks with teacher/LSA and any other relevant parties to repair the		N/A

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	behaviour through restorative conversation.		
Red Card	Miss breaktime or lunchtime. In some cases, this will be increased. After, a restorative conversation with the class teacher/ member of SLT and relevant parties will be undertaken. If a red card is given in an afternoon, breaktime will be missed the next day.	<ul style="list-style-type: none"> • Repeatedly displaying the behaviours above, after a time out • Refusal to undertake time out • Swearing • Deliberately hurting someone • Fighting • Racism • Bullying • Putting themselves or others in danger 	<p>Parents will be contacted by telephone call during the school day or at the end of the school day.</p> <p>If red cards are repeated, parents will be invited into school to discuss their child's behaviour and formulate a support plan.</p>
Red card repair	After the red card, a restorative conversation with the class teacher and member of SLT (if relevant) and other involved parties will be undertaken.		

DURING LUNCH TIME / BREAKTIME / WRAP AROUND CARE

Stage	Summary of Stage	Example Behaviours	Parental Contact
Stage 1 – Reminder	Verbal reminder of the expectations.	<ul style="list-style-type: none"> • Deliberately disrupting the play of others • Not following instructions • Unkind behaviour 	If frequently occurring (most days throughout the week), parents will spoken to at the

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		<ul style="list-style-type: none"> Poor choices and actions in the classroom or playground 	end of the school day or receive a phone call.
Stage 2 – Warning	A clear verbal warning, making the child aware of their actions and the next steps if they continue.	<ul style="list-style-type: none"> Repeatedly disrupting the play of others Refusal to follow instructions Poor choices e.g. teasing Hurt someone (accident) due to unwanted behaviours Lack of respect for people or property Not making a safe choice 	
Stage 3 – Last chance	Speak to the child privately and give a final chance to engage. Three minutes reflection will be undertaken between 1:00 and 1:15 at the end of lunchtime/during wrap around care session (repair).	<ul style="list-style-type: none"> Continued behaviours displayed at stages 1 and 2 Not making a good choice or refusing help to make good choices Being rude / shouting 	Class teacher (adult leading/teaching the class) to be informed. If frequently occurring (most days throughout the week), parents will spoken to at the end of the school day or receive a phone call.
Stage 4 – Time Out	For 5 minutes, the child will spend time stood quietly with a lunchtime supervisor and /or pupil leader.		
Repair – 3 minutes	During the 3 minutes, child speaks with class teacher/ dinner staff and any other relevant parties to repair the behaviour through restorative conversation.		

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Red Card	Miss the remainder of lunchtime. 5 minutes time out in the following lesson. If this is at breaktime, the child will miss 20 minutes of lunchtime. After, a restorative conversation with the class teacher/ member of SLT and relevant parties will be undertaken. In the case of Wrap Around Care, this will be referred to a member of SLT if necessary.	<ul style="list-style-type: none"> • Repeatedly displaying the behaviours above, after a time out • Refusal to undertake time out • Swearing • Deliberately hurting someone • Fighting • Racism • Bullying • Putting themselves or others in danger 	<p>Parents will be contacted by telephone call during the school day or spoken to upon collection of their child if card is given in wrap around care.</p> <p>If red cards are repeated, parents will be invited into school to discuss their children behaviour and formulate a support plan.</p>
Red card repair	After the red card, a restorative conversation with the class teacher and member of SLT (if relevant) and other involved parties will be undertaken.		

Stage 1:

For any of the behaviours listed in stage 1 above, the child is expected to acknowledge the reminder and correct their behaviour. Verbal positive praise is given to the child when this is done.

Stage 2: Warning

Continuation of the behaviours stated in stage 1, will result in stage 2: Caution. The teacher will speak with child, giving a verbal caution and reminding them of their actions and the next steps if they continue.

Stage 3: Last Chance

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At this stage, the child is fully aware of their behaviour and who this is impacting, but has not made better choices. The child will be spoken to by the class teacher and a 3 minute repair conversation will take place at the end of the lesson. This is to speak about the behaviour, make reference to good examples of behaviour and next steps to make good choice.

Stage 4: Time Out

At this stage, a child has not improved behaviour after stages 1-3 have been followed, or the child has moved straight to stage 4 due to behaviours stated in the table above. In this case, the child will take a reflection sheet and will go to another classroom for time out for 5 minutes. In this time, they will complete a reflection sheet.

Red Card:

In this case the child has continued not to make good choices or have moved straight to a red card due to the actions stated in the table above. The child will miss their breaktime and lunchtime. They are able to earn their lunchtime back at the discretion of the class teacher or SLT. This decision will be made on an individual basis depending on the actions of the child. If a red card is issued during lesson time, a member of SLT will intervene and the child will remain out of the classroom for the duration of the lesson and will miss their breaktime/ lunchtime.

Serious forms of misbehaviour or persistent misbehaviour can result in a child being sent directly to the Headteacher or Deputy Headteacher. In that instance, the Headteacher or Deputy Headteacher will deal with the situation appropriately, depending on the circumstances. The child may be given a 3 or 5 day lunchtime exclusion to reflect on behaviour.

Parents/carers will be called into the school for a restorative conference. The aim at this stage, is to solve the situation in a restorative way. This could result in a form of behaviour passport which is a home-school behaviour agreement and communication.

In instances where despite offers of support for behaviour have not resulted in improved behaviour from the child, the school may be forced to take further action.

If consequences are repeatedly being given, this may result in an ABC chart being kept by the Class Teacher and Teaching Assistant. ABC stands for **A**ntecedent, **B**ehaviour, **C**onsequence and these charts are used to record significant behaviour incidents so that the school can monitor if there are any patterns or particular triggers.

Behaviour is logged in class behaviour logs and serious incidents (e.g. racism, deliberate harm, bullying) are formally logged, whereby teachers will complete an incident report form.

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Depending on age and individual circumstances, different behaviours may warrant one of a combination of consequences, all of which are to be decided with consideration of the restorative approach. Adults will use their professional judgement when supporting a child to 'fix it', particularly with children of certain vulnerabilities and SEND.

Physical Restraint

Staff have received training from the local authority regarding the use of physical restraint. If a situation requires this response then children will be restrained by a member of staff:

- To prevent a child from causing physical harm to a member of staff or another child.
- To stop a fight in the playground.
- To reduce risk of physical harm to themselves.

All restraints are recorded on the Staffordshire physical restraint report form and parents/carers are contacted immediately. The forms are kept in the Inclusion Manager's office on the inclusion noticeboard.

Risk Assessments for Challenging Behaviour

The school will consider undertaking risk assessments for children with challenging behaviour in order to minimise risk, protect children and staff and to exercise the school's "Duty of Care".

This will involve completing a risk assessment, a behaviour plan and reactive management plan. The plan will identify the causes of the concern and what can be reasonably required of the child. The involvement of parents/carers is essential if a successful outcome is to be achieved. The plan, shared with all staff, will set targets and also explain triggers with ways of dealing with different situations for the specific child.

An 'Early Help Meeting' involving parents/carers and support agencies will be initiated by the school if:

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- A child has been identified as having specific physical, social or emotional needs that must be met beyond school in order to improve their behaviour.
- A child has been identified as being at risk of exclusion.

Procedure for dealing with major breaches of discipline

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct.
- If necessary, a short period of time working with the Headteacher or Deputy Headteacher out of class to allow time to calm down.
- A phone call to parents/carers informing them of the situation.
- A meeting with parents/carers and a warning given about the next stage unless there is an improvement in their child's behaviour.
- If the breach of discipline is severe or recurring then the Headteacher will consider whether a period of fixed term or permanent exclusion from the school is necessary.

Exclusions from school

The Headteacher can make the decision to exclude a child from St Chad's. Unacceptable behaviours which might lead to exclusion include:

- Physical assault against a child
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a child
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse

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- Damage
- Theft
- Persistent disruptive behaviour

St Chad’s Primary School takes a very serious view of incidents of this type and in an extreme case the Headteacher has the power to exclude for a fixed period of time or permanently. Permanent exclusion is only to be used as a last resort:

- In response to a serious breach, or persistent breaches of the schools behaviour policy.
- If allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

‘The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion’

Exclusion from maintained schools, academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. Department for Education 2012

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