



## **Sigglesothorne CE (VC) – School Specific Behaviour Policy**

Signed:

Date: May 2021

Review Date: May 2024

Review Period: Every 3 years  
(by Local Governing Body)

“ A school’s central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.”

(“Discipline in schools” – Lord Elton)

'With God's love, we learn hand in hand' Siggleshorpe is a Voluntary Controlled, Church of England Primary School offering a comprehensive Christian primary education to families in the East Riding. The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Siggleshorpe. We seek to foster the belief that we all belong to God and with his love, we learn hand in hand as a community. With truth and perseverance we follow His example to be the best that we can be as unique individuals. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically. This is the context in which this policy is written.

The Behaviour Policy at Siggleshorpe C of E Primary Academy is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

**"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."**

### **Aims:**

- To implement the School Behaviour principles underpinned by Christian values
- To develop a whole school behaviour policy and to encourage the whole school community to support the Policy
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills, foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- To develop relationships based on friendship, forgiveness and trust between all members of the school community, including parents and members of the Governing Body
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner underpinned by the Christian values in the hope of achieving an improvement in behaviour
- To encourage all pupils to feel part of the process. One of the main ways of doing this is through the teacher and class together creating a set of shared rules at the beginning of each academic year.

To enable all members of Siggleshorpe CE (VC) Primary Academy to follow the individual school behaviour charter, our Behaviour Chart is displayed prominently around school and followed by all.

### **School Expectations:**

1. Always use kind words
2. Treat others and property with care and respect
3. Try hard in all that you do

## **Rewards for positive behaviour**

At Sigglesythorne C of E Primary we encourage all children to practise good behaviour.

1. Name moved to 'Wow' on behaviour chart
2. Receive a 'sparkly' sticker.
3. Class dojos (EYFS- stars in jars) and other class rewards received
4. Certificate received in worship
5. Head of school informed
6. Parent/Carer informed

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

## **Restorative Practice**

Sigglesythorne CE (VC) Primary Academy uses *Restorative Practice* as a strategy throughout the school to ensure children learn how to manage and take responsibility for their behaviour and the impact their behaviour has on others. This means that children take responsibility for resolving any conflicts they may have had and are encouraged to discuss calmly about how things have made them feel and whether or not they have done wrong to somebody.

The discussions which our school encourage following a disagreement or conflict ensure that children:

1. Have a chance to tell their side of the story and feel heard
2. Understand better how the situation happened
3. Understand how it can be avoided another time
4. Feel understood by the others involved
5. Find a way to move on and feel better about themselves

## **Consequences of poor behaviour**

Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly. Children who do not make the right choices of following our school rules will face certain consequences. These vary in severity.

1. 'Reflection' time (varying number of minutes for children to calm down and reflect on getting back on track)
2. Name is moved from green (everyday behaviour) to yellow (wobbly behaviour) to orange (very wobbly behaviour) or red (unacceptable behaviour)
3. Loss of privileges including time from playtime or lunchtime
4. Head of school informed.
5. Parent/Carer informed.
6. Exclusion from school

Behaviour stages – At Sigglesythorne CE Primary Academy, all adults in school follow a behaviour route map (Behaviour Chart – appendix 1) which shows the stages of behaviour management and gives equal importance to both intrinsic and extrinsic motivators. Teachers and phase leaders may apply the stages flexibly depending on the age of the children.

## **Key points:**

- A core principle of the route map is that children *always* have the potential to move back to the Green (Everyday Behaviour) or 'start a fresh' if they manage to display the correct behaviours for learning/playing. Inclusion is vital and the school does not want children to be out of class or excluded from play opportunities unless it is the last resort.
- Children should begin each day on green and they should be given consistent and continuous chances to demonstrate good behaviour and receive positive recognition for this.
- Children are always provided 'Thinking Time' to allow them to calm down if something has upset them. It also allows them to reflect on whether or not they should start making the right choices.
- Where needed, children may have a bespoke behaviour plan which sits within the school behaviour policy.
- Any staff available should attempt to de-escalate and facilitate a resolution between themselves and/or groups of pupils by adopting the Restorative Practice approach. This may mean providing a quick discussion with them or asking an additional adult to spend 3 minutes talking through a particular incident.

## **Procedures for Dealing with Major Breaches of Discipline**

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and regular disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Head teacher who will, in consultation with the class teacher, deal with it promptly and severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

1. A verbal warning, by the Head or Lead teacher if she is unavailable, as to future conduct and a timeout (if appropriate). The pupil will be reminded of the school expectations.
2. Withdrawal from the classroom/playground for a short period – Internal Exclusion
3. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour. The main points of this meeting will be recorded on the Parent Consultation sheet and pupil to be put on school report if deemed appropriate.
4. Withdrawal for a longer period of time from the classroom/playground – Internal Exclusion
5. If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
6. A case conference involving parents and support agencies
7. Permanent exclusion after consultation with the Governing Body and the LA
8. Parents have the right of appeal to the Governing Body against any decision to exclude

NB - A very serious problem may result in the normal procedure not being followed and a child being taken home straight away. Teachers are encouraged to use their professional judgement about whether to have an adult witness or not during discussions with a pupil or parent

## **CPoms (Behaviour Log)**

This is used to record significant disciplinary measures taken by a member of staff against a child. This Log is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour and incidents which may give rise to disciplinary or legal action or become a matter of public interest. Exclusion must always be recorded.

## **Physical Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then reasonable force will be used to restrain the child to prevent further damage or injury. The child should be removed from the situation as soon as possible and taken to the Head or Lead teacher who will take immediate action to involve parents. The positive handling should be logged immediately on CPOMs and this will alert the Head teacher who is the Safeguarding Lead and the Deputy Safeguarding Lead. The Head or Lead teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, behaviour advisory support team, education psychology service etc.

Any Physical Intervention used by staff must be in accord with the idea of 'reasonable force' and used only as a last resort once all other strategies have been exhausted. Where physical restraint is used, a calm, considered approach to the situation is needed.

Types of incident where the use of 'reasonable force' may be necessary fall into three broad categories:

1. Action due to imminent risk of injury
2. Action due to developing risk of injury or significant damage to property
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

## **Parents**

Parents can help:

1. By recognising that an effective school behaviour policy that is underpinned by Christian values requires close partnership between parents, teachers and children
2. By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
3. By attending Parents' Evenings, parents' functions and by developing informal contacts with school
4. By knowing that learning and teaching cannot take place without sound discipline
5. By remembering that staff deal with behaviour problems patiently and positively

## **Children with emotional/social/behavioural special educational needs**

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.

## **Monitoring**

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Ebor Directors Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher will also report to Governors on an annual basis. This report will include comparing pupil behaviour with previous years and the impact of any measures introduced.

Children's behaviour will be regularly monitored by the school. The processes in place include:

- Evaluation and analysis of behaviour incidents recorded
- Verbal feedback of informal observations and concerns from staff members

## **Pupils' conduct outside the school**

Rewards and consequences will also be applied to children's behaviour outside the school, in certain circumstances. When a child is

- Taking part in any school-organised or school-related activity
- Identifiable as a pupil at the school
- Where misbehaviour could have repercussions for the orderly running of the school
- Where behaviour could pose a threat to another pupil
- Taking part in breakfast, lunchtime, enrichment or afterschool clubs

This policy has been impact assessed in order to ensure that it doesn't have an adverse effect on race, gender or disability equality.