



## **ST GILES C.E. PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

At St Giles, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an inclusive environment in which members of our school are secure and confident, irrespective of gender, sexual orientation, disability, ethnicity, social, cultural or religious background (please refer to our Equality policy).

This policy was reviewed and updated in line with our Christian values and beliefs, 'Behaviour and Discipline in Schools and (UNCRC).

In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

**Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 4 (implementation of the Convention)** Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

**Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 23 (children with a disability)** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### ***In Accordance with Government Guidance:***

- The behaviour policy at St Giles, consistently and applied, underpins effective education. Schools staff, pupils and parents are clear of the high standards of behaviour always expected of all pupils. The behaviour policy is supported and back-up by governors, the head teacher all staff and the designated Behaviour Lead.
- As a good school we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- We have in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with our school's behaviour policy. These are proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. Reasonable adjustments are made for those children with specific and identified SEND needs in consultation with professionals.

**All behaviour concerns and actions/outcomes are logged by the school and are then digitally recorded within MyConcern. (Staff report using pink forms which are passed to SLT/behaviour and DSL/ Deputy DSL within the hour of behaviours being observed.)**

### Restorative Practice



We use Restorative Practice throughout the whole school. Restorative Practice incorporates 'Restorative Justice' which can be used as an alternative to 'Punitive Justice' to encourage pupils to take responsibility for their behaviour and repair the damage caused by their actions. Beyond this though, Restorative Practice focusses on creating an environment where pupils learn empathy, consideration, emotional intelligence and self-awareness whilst nurturing connection and strong relationships, in line with Christian Values. In doing so, the

root causes of conflict and challenging behaviour are addressed and intrinsic motivation to act out of care for one another is cultivated.

### **AIMS OF THE POLICY:**

By reinforcing desirable behaviour, in line with our high expectations, we aim to foster in each child the ability to:

- Determine right from wrong.
- Grow in independent thought and judgement.
- Take responsibility for their own actions.

### **Our Code of Conduct supports these aims.**

#### **At St Giles:**

- We are polite, respectful and considerate to others.
- We follow instructions.
- We take responsibility for actions and our behaviour.
- We make appropriate choices and decisions for independent thought and judgement.



### **Class Charters**

A charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values. Creating charters support a positive learning environment for children and young people the classroom, across the whole school, in the playground or in specific departments or other areas within the school context.

UNICEF Class Charters help to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant. It should be seen as a framework for both adults and children and young people on how to respect each other's rights. A charter not only provides an opportunity to learn about specific articles from the CRC, but helps to establish and build shared values and relationships for creating a rights respecting ethos.

### **The Rules of the Classroom/School:**

Each member of the class must fundamentally agree with the rules of the classroom. We always try our best in everything we do. Exit from learning areas is based on the 1, 2, 3

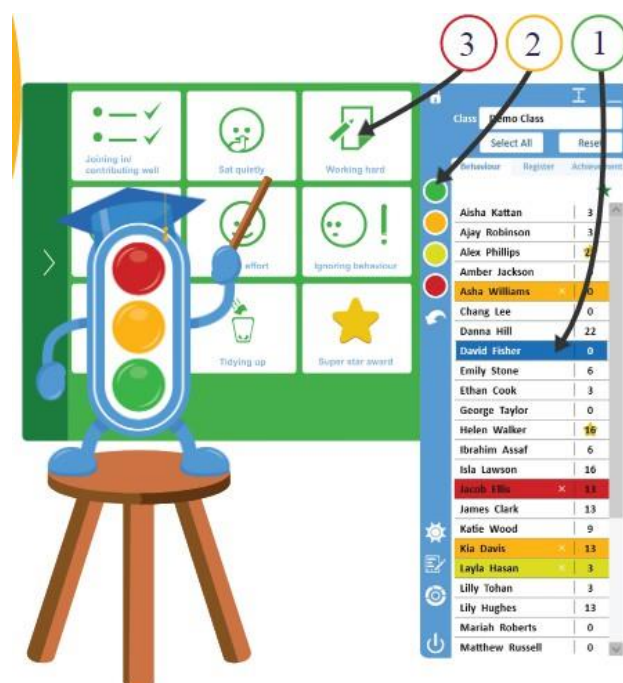
RWInc behaviour strategy. For example, Hold up 1 finger: children stand; Two fingers: children turn; Three fingers: Walk to classes.

Individual classes have an agreed UNICEF Class Charter in place.



Trackit Lights is a permanent feature on every teacher's interactive whiteboard. It's an engaging, motivational behaviour management tool bar down the right side of the board that allows teachers to quickly log positive and negative behaviour and motivate pupils.

The behaviour is instantly logged into reporting system and integrations with SIMS, systems log the behaviour straight from the board into the systems used by SLT to monitor behaviour across the school, enabling the school to react without delay. Teachers reward/sanction consistently across the school enabling children to earn individual points and House Points through the year.



## **REWARDS**

### **Rewarding Good Behaviour:**

At St Giles, we acknowledge that positive praise and rewards for behaviour are preferable to using sanctions. We reward desirable behaviour in the following ways:

- Track-It points
- Stickers
- Good Behaviour Certificates – awarded in Achievement Assemblies
- Visit to the Head Teacher/Deputy Head Teacher other member of staff
- Verbal praise
- Notes home/speaking to parents
- Certificates, books and vouchers for 1000, 1500, 2000, 3000 points.

In addition, for some children, these strategies are in place:

- Sparkly folders
- Personalised behaviour charts
- Behaviour home-school diary

### **Graduated Response to Inappropriate Behaviour:**

The school employs several sanctions to enforce the school Code of Conduct, and to ensure a safe and positive learning environment.

We employ each sanction appropriately to each individual situation. These are clearly communicated to school staff, pupils and parents.

When unacceptable behaviour is identified, sanctions are implemented consistently and fairly in line with our behaviour policy.

## **CONSEQUENCES**

**Definition of consequence:** a result of effect, typically one that is unwelcome or unpleasant.

### **Safety**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

### **Risk**

Risk assessments should be carried out wherever a child's behaviour is likely to endanger the safety of others in the school. ***\*If a child is at risk of not following instructions by any member of staff, then the child will not be able to access learning beyond the school.***

## MANAGING EXTREME BEHAVIOUR

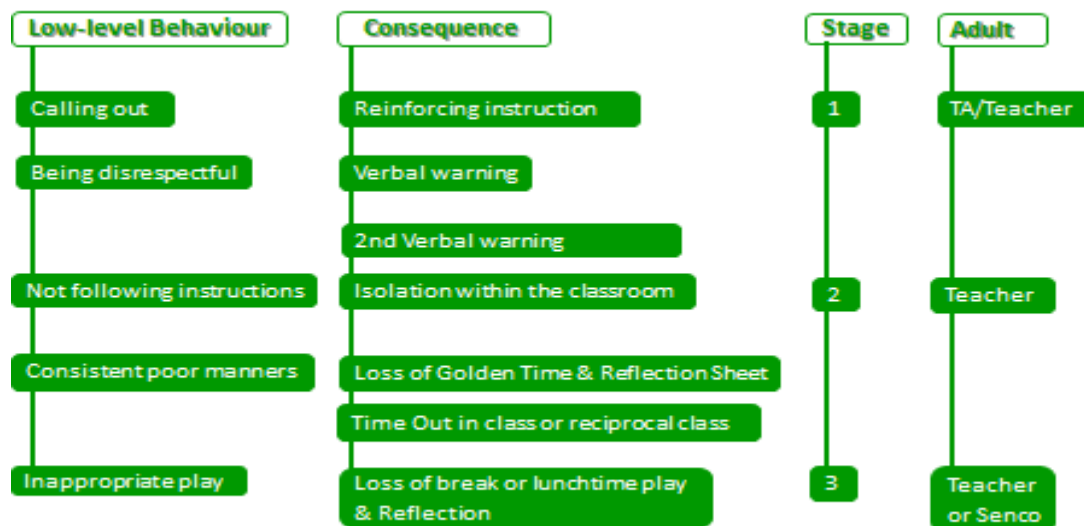
Most of our children respond well to our Rewards and Sanctions approaches. Should a child have additional needs, action will be taken in line with our SEND Policy, informed by the SEND Code of Practice 2014. However, on occasion further intervention is called for and the school adopts the following procedures:

A behaviour contract is drawn up for those children who persist in displaying unacceptable behaviour. Parent and/or carer involvement and multi-agency support services will plan, implement, assess and review the impact of the contract supported by appropriate interventions.

Extremely serious/ dangerous / aggressive behaviours or repeated breaches of the behaviour contract may result in the pupil receiving a suspension/permanent exclusion from school. Everything will be done to avoid suspensions/permanent exclusions, but if used as a last resort, ongoing support will be given to ensure a smooth reintegration as part of the transition process is actioned resulting in a satisfactory outcome for the child.

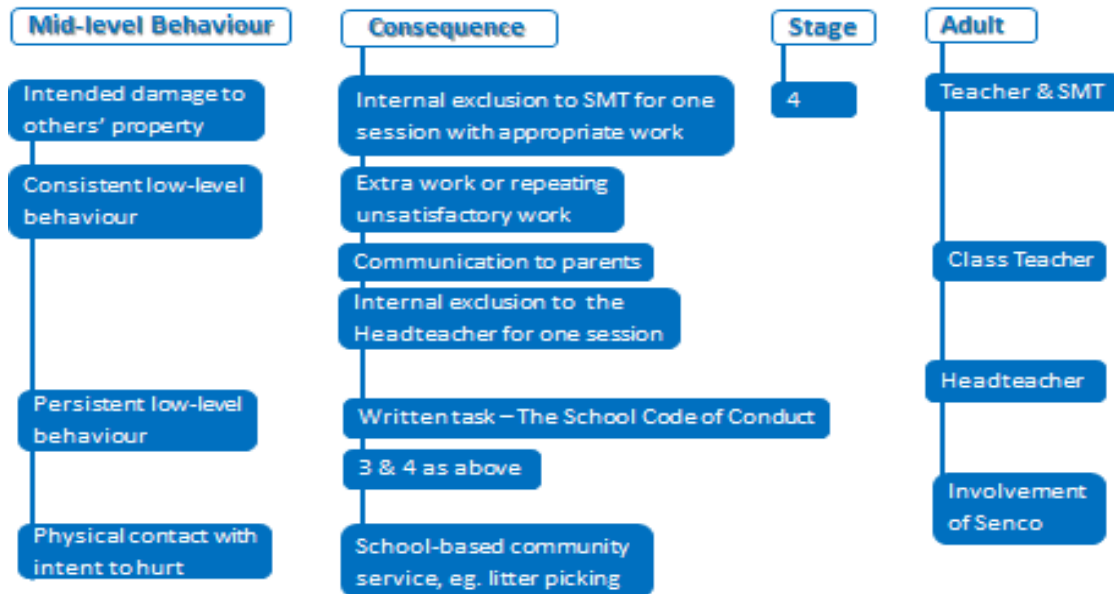
Managing extreme behaviour strategy follows the DFE guidance “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022.”

### Consequence Ladder

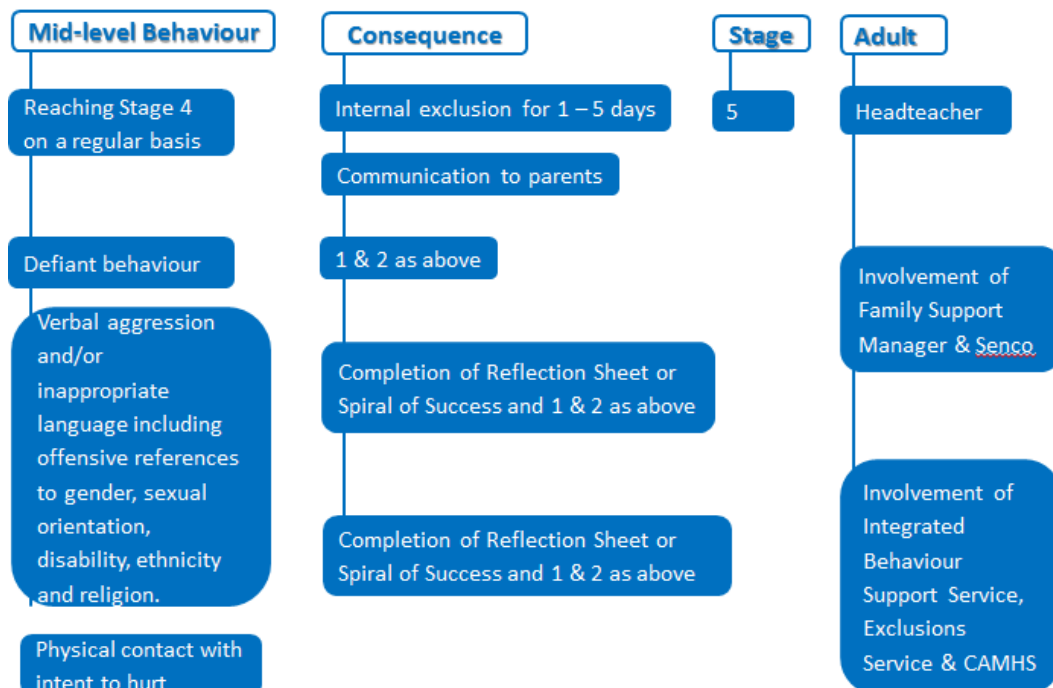


**Staff must communicate to colleagues about children who are exhibiting low level behaviours, including break/lunch.**

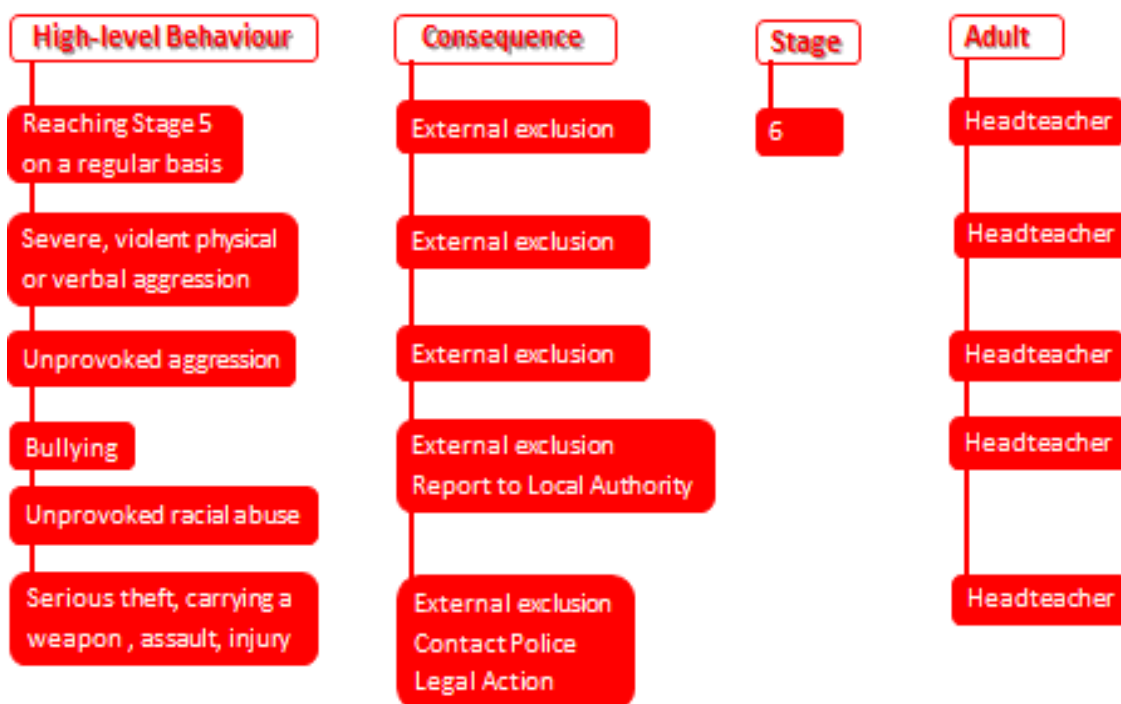
## Consequence Ladder



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**Exclusion Ladder: 1 Day Exclusion, 3 Day Exclusion, 5 Day Exclusion (Up to 45 days), Permanent Exclusion**

### **TEACHER RIGHTS:**

**School staff have the power to search without consent for 'prohibited items' including:**

**Knives/weapons**

**Alcohol**

**Drugs**

**Stolen items**

**Tobacco**

**Fireworks**

**Images**

**Mobile Phones/Technology/Any item that is banned**

School staff may retain pupils' property including mobile phones for safekeeping. Teachers have the right to confiscate items of clothing that do not form part of the school's uniform policy e.g. caps/hats and other fashion designer items, which will be returned at the end of the day.

\*Year 6 pupils who walk home on their own are permitted to bring a mobile device into school, which is handed into the Class Teacher upon arrival and collected at the end of the day.



### **Physical Intervention**

It may be the case that a pupil is engaging in 'behaviour prejudicial to the maintenance of good order in the school' (Section 550A, 1996 Education Act). In these circumstances, it may also be appropriate to restraint techniques by staff qualified in 'Team Teach' training to ensure the safety of all members of the school.

More information can be found in our 'Care and Control Policy'.

### **The Role of Parents/Carers:**

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

The Code of Conduct can be found in the school prospectus and on the school website, and expect parents/carers to read these and support them.

We expect parents/carers to support their child's behaviour for learning, and to co-operate with the school.

We build a supportive dialogue between the home and the school, and we inform parent/carers immediately if we have concerns about their child's welfare or behaviour.

### **The Role of Governors:**

The Governors, with the Head Teacher, will ensure that the policy is implemented fairly and consistently. The Governing Body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

### **Monitoring and Review:**

This policy is shared, discussed and agreed with all staff and extra copies are available at the school office. The policy is accessible on the school website. The policy will be reviewed biannually.

Reviewed: March 2025

To be reviewed: March 2027



