

BEHAVIOUR POLICY

Updated: September 2020

Ratified: October 2019



Biblical Principles

"Love the Lord your God with all your soul and with all your strength and with all your mind and love your neighbour as yourself."

This verse underpins the way we behave and treat one another within the School.

Principles of Behaviour Management

- Although good behaviour is expected, staff are encouraged to praise and/or reward those who behave well
- Staff should deal with pupils without confrontation, in a caring, calm and reasonable manner
- Consistency is essential in managing pupil behaviour, avoiding feelings of injustice
- All matters should be initially dealt with as soon as is practically possible; however, for more serious incidents, further action may be necessary
- Once the incident has been dealt with, pupils will be given a fresh start

School Rules

The School has five main rules:

1. Honour God by taking every opportunity to do your best
2. Follow instructions without arguing
3. Treat others with kindness, consideration and respect
4. Avoid all inappropriate physical contact
5. Be on time and properly equipped for every activity

POSITIVE REINFORCEMENTS

Primary

- Positive feedback, both verbal and written, will be given wherever possible.
- Merits can be given to children for excellent behaviour, attitude and effort. Key Stage 1 pupils need 25 merits to be rewarded with a certificate in assembly; in KS2, they need 50 merits.
- Classes can earn marbles that result in a class treat.
- Shining Stars awards are presented in assembly with a different focus of Wisdom, Stature and Favour each week. These are individual awards to celebrate shining examples.
- Teachers will inform parents via Daybook of particularly good work, effort or behaviour.

Senior

- Pupils are awarded CREDITS for Wisdom, Stature and Favour, as well as for House Competitions. These are collated on a termly basis and certificates and prizes are awarded.

- **Wisdom:** Each term, subject teachers select a student from each of their classes to receive a Wisdom Award. This rewards either academic achievement or progress. Students are presented with a certificate and parents informed.
 - **Stature:** Stature grades are collected on the termly reports. These are based on the stature descriptors for characteristics that impact learning. Grades are translated into credits. These are added together and prizes are given to the top three students in each year group.
 - **Favour:** Each half term tutors will ask their tutor groups to nominate one of their classmates for a Favour award relating to our Favour descriptors which are based on the Fruits of the Spirit. Students will have to give a written reason for their nominations. Students are presented with a certificate and parents informed.
 - **House Competitions:** Throughout the year there are a range of inter house competitions and credits are awarded based on the results of these.
- EXCELLENT stickers are used, as is positive feedback verbally and in exercise books.
 - Teachers will inform parents via Daybook of particularly good work, effort or behaviour.
 - Wisdom, Stature, Favour and other awards are also presented at our annual Prize Giving Evening.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Primary Playground Procedures

In Primary, we operate a card system to ensure exemplary behaviour is continued to be shown in the playground. All staff follow a 4 step procedure as below:

- **Step 1** Verbal warning.
- **Step 2** Time Out - for repeated minor infringements. Class teacher is informed
- **Step 3** Yellow Card - This is for repeated issues and Step 2 has already been implemented that day. Day Book entry and under class teacher discretion, pupils will miss part of next breaktime.
- **Step 4** Red Card - These will be given for serious incidents or 2 Yellow Cards in a day. Pupils immediately lose the remainder of their break and sent to class teacher or SLT. Parents and Primary Lead informed. Day Book entry and email home.

A **Green Card** and 5 merits are given for good behaviour, acts of kindness and following the playground rules.

Whole School: Staged response to inappropriate behaviour with consequences

All poor behaviour must be addressed with some kind of consequence. Teachers should use their experience and discretion in deciding how to deal with individual behavioural issues within the following staged approach:

Stage 1 - This is the petty rule breaking stage or low-level disruption. This should be dealt with by the class or subject teacher. These incidents must be recorded on Daybook.

Stage 2 - These incidents are more serious, calculated or persistent and must be referred to the Leadership Team who will contact parents/guardians. Initial details should be recorded by the teacher on Daybook and emailed to the Leadership Team.

Stage 3 - This stage deals with the most serious incidents. A member of the Leadership Team must be informed immediately. Initial details should be recorded on Daybook by the reporting teacher. The Headteacher will ultimately deal with all such cases.

Stage	Behaviour	Consequences
1	Late arrival to lesson Incorrect uniform/hair/jewellery/make-up Missing equipment/books Late, incomplete or no homework Poor standard of class/homework Poor behaviour Inappropriate language Mobile Phone Policy violation	Dealt with by the teacher: Verbal Warning Record in pupil planner (senior) Required to sit in a set place Loss of break time Confiscation of phone (24hrs) Record on Daybook
2	Persistent Stage 1 issues Disrespectful conduct Disruptive behaviour Lying/deception Interfering with the property of others Bullying/unkindness Dangerous behaviour (without intent) Inappropriate physical contact Mobile Phone Policy violation	Referral to Leadership Team who will inform parents/guardians: Removed from lesson Internal exclusion Break time detention Target cards/Individual Behaviour Plan Confiscation of phone (more than 24hrs) Record on Daybook
3	Theft Use or supply of cigarettes, drugs and/or alcohol Bullying of a persistent or very serious nature Deliberate vandalism Physical aggression/violence Persistent or serious unacceptable behaviour Wilful rebellion and gross insubordination Bringing the School into disrepute	Referral to Headteacher and meeting with parents/guardians: Internal or fixed term exclusion Behaviour Contract Formal written warning Final written warning Permanent external exclusion Record on Daybook

Stage 3 Sanctions

Internal Exclusion

This is where pupils are in school but do not attend their normal lessons. Instead they complete their classwork elsewhere within the school under supervision. The Headteacher will determine the nature and length of the exclusion in consultation with the Leadership Team, but it will normally be for no longer than five days. Parents/guardians will be informed on or before the first day of any internal exclusion. Pupils will have reasonable access to break times depending on their age and stage of development and the seriousness of the consequence being imposed.

External Exclusion – Fixed Term

This is where pupils are required to remain at home for between one and five days. Parents/guardians will be informed in advance of an external exclusion. Every effort will be made to set appropriate work. A return to school interview with the pupil, parents/guardians and the Headteacher will be required when the pupil returns after a fixed term exclusion.

Behaviour Contract

This is where a Contract is drawn up and signed by the pupil, the parents/guardians and the Headteacher. Specific targets may be set, but often it is simply to follow the Five Rules. Parents/guardians agree to support the process and a date is agreed by which a change in behaviour must be seen or further sanctions will follow – often permanent exclusion.

If any of the following sanctions are imposed, a member of the Governing body will be informed. Parents/guardians are welcome to meet with the Governor if they have any concerns or questions about the way the process is being handled.

Formal Written Warning

This will be a letter from the Headteacher to the parents/guardians in which there is clear explanation of the issues leading to the warning, with details of sanctions to date, and clear expectations of improvements required. It will include a date by which improvements must be seen and state the consequences if there is no or insufficient improvement. This will always follow a meeting between the pupil, their parent/guardian and the Headteacher.

Final Written Warning

This will be a letter from the Headteacher to the parents/guardians reiterating the ongoing concerns and giving a final date by which improvements must be seen. It will state that if there is no or insufficient improvement then the consequence will be permanent exclusion. This will always follow a meeting between the pupil, their parent/guardian and the Headteacher.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school rules, expectations and core values, and/or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Such a decision will never be taken lightly. In most circumstances this will happen only once other sanctions have been tried and have been found to be ineffective in improving a pupil's behaviour. However, in particularly serious circumstances, it may be necessary to go straight to permanent exclusion. The pupil, their Parents/guardians and the Headteacher will meet to discuss this. Parents/guardians will have the right to appeal to the Governing Body, whose decision will then be final.