



ST STEPHEN'S CHURCH SCHOOL, BATH

BEHAVIOUR POLICY – SOCIAL DISTANCING AMENDMENT

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St Stephen's Church School, Bath

Promoting and Supporting Golden Behaviour Policy

1. RATIONALE

This policy is about ensuring all adults and children at St Stephen's Church School are able to thrive in an environment which not only provides the emotional and physical safety we all need but furthermore, offers the support, nurture and guidance we need to be the best we can be.

Underpinning this policy are three key principles:

- 1. How we behave comes from our sense of belonging. The school's Christian ethos of inclusive Love inspires and underpins this.*
- 2. Every person is an individual. Understanding them and establishing a positive relationship is the first step to enabling them to be the best they can be.*
- 3. Behaviour is a communicator of emotion and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively. **In times of heightened anxiety, children's behaviour may be affected. It is essential that throughout our response to the Covid-19 crisis, we are mindful of the importance of ensuring relationships are fostered, re-established and maintained with the caring and empathetic manner that underpins our ethos.***

With these in mind, the guidelines for supporting positive behaviour outlined in this policy are intended to be used with sensitivity towards the individual and with awareness that for children with specific social, emotional or behavioural needs, it might be appropriate to adopt strategies not specified within this policy. This will be reflected in a formal plan written in conjunction with parents and the Inclusion Leader.

2. EXPECTATIONS

We share three expectations for behaviour, which we call 'The Golden 3':

- Try your best

Aiming to be the best we can be means that in how we interact with each other, in how we apply ourselves to tasks and in how we move around school, we always try our best.

The adults in school must continuously model this, and ensure that when supporting children with their behaviour we are thorough and fair.

- Listen carefully

Good listening is about maintaining eye contact, using body language to show we are being attentive and really reflecting upon what is being said. At a deeper level, it is about hearing the meaning behind the words – Why is a person saying that? How must they be feeling? – as well as listening to ourselves and being attuned to our own emotions.

The adults in school must ensure that when supporting children with their behaviour, we understand the full picture, including the emotions which drive the behaviour.

- Be kind and respectful

This stems from our core value of Love. We speak and act with care for each other's feelings. We value and enjoy our differences, and seek opportunities to make the world a better place for those around us.

The adults in school must ensure that when supporting children with their behaviour, we maintain the child's self-esteem and dignity, never humiliate and, whilst giving clear and strong boundaries, ensure the child feels able to learn from mistakes and move on.



3. MAINTAINING 'THE GOLDEN 3'

We have identified the following as specific strategies which are our cornerstones to support children in maintaining The Golden 3. However, there may be occasions when these measures, for an individual child, do not prove effective. Our core value of Creativity commits us, in such a case, to exploring alternative and perhaps innovative approaches, and persisting until that child is effectively re-engaged. **This is of increased importance in the current climate as we provide coaching, reassurance and support whilst trying to maintain a safe physical distance and a nurturing emotional environment.**

3.1 REWARD:

We expect all children and adults to maintain The Golden 3 consistently, and the reward for this is the opportunity to thrive in a vibrant, positive learning environment. Our core value of Joy reminds us that celebrating our school and the achievements of the people within it is an important part of recognising and galvanising what we do well, so we seize opportunities to celebrate collective and individual success.

Virtual Celebration Assemblies are used to celebrate successes and enable the class groups to feel connected.

We use the school website and Twitter feed to share successes with a wider audience.

3.2 SUPPORT:

The following strategies are used in line with the Support Procedure which accompanies this policy.

3.2.1 Home-school Partnership:

Our partnership with parents and carers remains very important to us, and we maintain open communication at all stages of the support process. This will be with the class teacher in the first instance, then with the Phase Leader and then with the Headteacher and/ or Deputy Headteacher over time.

3.2.2 First Tier Support

In order to protect health and safety whilst supporting pupils in a compassionate and proportionate manner, verbal reminders and positive reinforcement will be used by staff. It will not be possible to provide children with 'time out' and so teachers should be mindful of the value of this self-regulation time for some children, and look for creative ways to provide them with that opportunity to reflect in the classroom.

If a child's behaviour has repeatedly caused safety concerns during a single day, the group teacher will phone parents/carers at the end of the day. This call will be used to agree next steps whilst being mindful of the fact that the behaviour is not necessarily intentional and that we need to support children to develop new habits in a positive way to ensure their safety and that of other people.

If a child's behaviour is not meeting expectations but is not proving unsafe, the behaviour is logged in the green incident log.

3.2.3 Second Tier Support

If a third incident is logged, the child completes a reflection sheet in the classroom before taking it to hand to the phase leader. The class teacher speaks to the parent at the end of the day and the phase leader logs the incident on CPOMs.

If a child has to complete two reflection sheets in a short term, the phase leader phones the parent to discuss the context and agree next steps.



3.2.4 Third Tier Support

If behavioural concerns continue, the Headteacher or Deputy Headteacher will phone the child's parents/carer as soon as possible to discuss any further measures required to support the child to consistently meet school expectations for behaviour and safety. This is logged on CPOMs.

4.1 EXCLUSIONS FOR UNACCEPTABLE BEHAVIOUR:

On occasions, certain behaviours or a pattern of behaviour may be deemed sufficiently serious for the Headteacher to consider one of the following actions:

1. Fixed-term exclusion (a specified period of time when the child remains at home)
2. Permanent exclusion (an alternative school placement is sought with immediate effect)

The incident will be logged, and if a fixed-term or permanent exclusion is required, the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behaviour Policy where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. A copy of the national Exclusions Policy is available to view or download from the school website here.

The following behaviour is identified as unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and Sustained verbal abuse
- Racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered
- **Behaviour which intentionally and repeatedly places another individual at increased risk of exposure to Covid-19**