



ST STEPHEN'S CEVA PRIMARY SCHOOL, BATH

BEHAVIOUR POLICY

This policy links with the behaviour statement, home school agreement, management of bullying, health and safety and exclusions policies

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1. RATIONALE

This policy is about ensuring all adults and children at St Stephen's CEVA Primary 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.*

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 an 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.

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.

In Celebration Assembly, Golden Lion, Golden Elephant and Golden Owl awards celebrate children who have demonstrated The Golden 3 to an exceptional level.

In class we use age-appropriate rewards, including stickers and table points, to highlight and celebrate good behaviour. Such approaches are implemented as appropriate by the class teacher, based upon their secure knowledge of the children.

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

Older children who consistently maintain The Golden 3 are able to take on a role of responsibility in the school and as such become role models for younger children.

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 Head over time.

3.2.2 Reflection Time ('Time Out'):

Children spend time away from their peers, either in the classroom of their Phase Leader or in a designated indoor space at playtimes. This is quiet time, and age appropriate coaching questions are used to structure their thinking and to support them in learning from mistakes and making appropriate changes to their behaviour.



3.2.3 Support Card:

A support card may be introduced by the Headteacher or Deputy Head in order to provide focused feedback for the child on their behaviour throughout the day. It enables us to capture and celebrate successes, identify patterns of behaviour, and support the child in independently making incremental improvements in their behaviour. A support card may be used for a week, or repeated on a more long-term basis which will be agreed through partnership with home.

3.2.4 Further measures:

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

1. Internal exclusion (an extended period of time spent away from peers within the school)
2. Fixed-term exclusion (a specified period of time when the child remains at home)
3. Permanent exclusion (an alternative school placement is sought with immediate effect)

APPENDIX I – SUPPORT PROCEDURE

Maintaining Golden Behaviour Support Procedure

Verbal support	Logged support	SLT support
<p>If repeated reminders are needed the adult asks 'Why are you finding it hard to..?' and discusses strategies with the child.</p> <p>Some playtime might be missed for reflection at the adult's</p>	<p>If it continues, the behaviour is recorded in the Class Log, with specific reference to the Golden 3.</p> <p>Child spends 10 minutes of playtime in the Time Out zone</p>	<p>If the Phase Leader is visited by the same child three times in a term, the Phase Leader informs the HT/DH who considers an appropriate next step.</p> <p>In partnership with parents, a weekly support card may be introduced and repeated until a sustained pattern of appropriate behaviour</p>
<p>If repeated reminders are needed, the adult asks 'Why are you finding it hard to..?'</p> <p>Discuss strategies with the child.</p>	<p>If it continues, the child spends 10 minutes of playtime in the Time Out zone. This should also be passed on to the class teacher who will record it in the Class Log.</p>	<p>Bullying behaviour, physical or verbal intimidation or aggression, and disrespect towards any adult should be immediately</p>
<p>If inappropriate behaviour occurs three times within a term, either on the same day or subsequent days, the child takes the Class Log to the Phase Leader who initials the log.</p> <p>The child spends 10 minutes (Phase 1) and up to 30 minutes (Phase 2) completing a Reflection Sheet and then working quietly in the Phase Leader's classroom.</p> <p>The Phase Leader will inform HT/DH and parents that this pattern</p>	<p>Class teachers should maintain an ongoing dialogue with parents at all stages of support.</p>	