



All Saints Church School updated for Covid-19

Behaviour Policy

Purpose: To ensure consistent behaviour principles throughout the school during

Date of issue: May 2020

Date for review: end of June 2020

Reviewed by Governors' Education Committee - end of June 2020

At All Saints Church School there is an expectation of outstanding behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for learning to take place.

Our behaviour policy is based on the idea of rules, rights and responsibilities. Children are made aware of the choices they can make and the consequences that their actions have. The children are expected to take the responsibility for their behaviour. They also have to accept the consequences of certain behaviours. Our behaviour policy underpins the school's whole school Rising Star and All Saints Agreements.

Rising Stars

These encompass all areas of the school, such as classroom, playground, lunch times, worship and assembly times, trips and homework. Rising Star expectations are discussed with children at the start of each year and are the bedrock of our behaviour management which link to our Christian Values.

- Ready;
- Respectful;
- Safe.

All Saints Agreements

- We are proud of our school and take care of everything in it
- We are kind, helpful and polite and think of others
- We listen carefully so we can learn
- We move quietly and sensibly around the school
- We always try our best

Motivating and Rewarding Desirable Behaviours

All children in a class are expected to follow the Rising Star expectations. To motivate and reward children on a collective and individual basis, we have a system of whole school, class and individual rewards. These take the form of non verbal or verbal praise, stickers, bonus points, Star Charts, Praise Certificates, Gold Certificates, Rising Stars – Bronze, Silver and Gold badges and an All Saints Agreements Cup.

Rising Stars

We want to recognise and celebrate children who consistently show high levels of attainment, effort and commitment to their learning.

A child is able to earn one rising star per week for being Ready, Respectful and Safe at all times with all members of our school community.

Each Friday, children who have earned a star are asked to stand up to receive a verbal 'Well done'.

Children earn the stars to achieve the following **Rising Star Awards**:

50 stars = bronze badge, to be worn on school sweatshirt

100 stars = silver badge, to be worn on school sweatshirt

150 stars = gold badge, to be worn on school sweatshirt

200 stars = platinum badge, to be worn on school sweatshirt

Managing Inappropriate Behaviour - Choices and Consequences

If a pupil shows inappropriate behaviour, these steps are followed.

Step 1: Non-verbal / Verbal warning

Step 2: Dealt with by Class Teacher

Step 3: Sent to a member of the Senior Leadership Team

Step 4: Sent to Headteacher - parents informed by Headteacher

Step 5: Formal letter to parents

Step 6: Fixed term/Permanent Exclusion

In the first instance, a positive comment is made about the desired appropriate behaviour being displayed by another child close by. If this does not have the desired effect, the language of choice and consequences is initiated.

Step 1: Non-verbal / Verbal warning

Eye contact is made with the child who is behaving inappropriately and a verbal warning is given so that the child has the opportunity to correct their behaviour and make the right choice. This verbal warning is in the form of "You need to do -----. If you choose not to, the consequence is....."

If the child chooses to continue with inappropriate behaviour, the child will be noted to attend Catch Up.

Step 2: Dealt with by Class Teacher

If a child continually chooses to behave inappropriately, then the class teacher will discuss the child's behaviour with them and identify strategies to improve the behaviour. This behaviour will then be monitored by the Class Teacher over a period of time. If the behaviour continues then the class teacher will invite parents in to school to discuss the situation.

Teachers should keep a 'Behaviour Log' for a child if a series of incidents had occurred and a record on Sharepoint needs to be kept. This would be used as an evidence base if the teacher/member of SLT/Headteacher needed to talk to parents or outside agencies.

Step 3: Sent to a member of the Senior Leadership Team

If a child continues to behave inappropriately, following the steps above they will be sent to a member of the Senior Leadership Team. If following discussions and time to reflect the child still continues to behave inappropriately the child will be sent to the Assistant Head Teacher.

Step 4: Sent to Headteacher - parents informed by Headteacher

Following steps 1-3 if the child chooses to continue to behave inappropriately, this shows that he/she has not used the 'time out' to reflect and adjust their behaviour, so the child is sent to the Headteacher. The Headteacher telephones the child's parent/guardian to ensure they understand that the child's behaviour is still an issue and arrange a meeting to discuss appropriate strategies.

Step 5: Formal letter to parents

If a child's behaviour is such that they go through this process (Steps 1 – 4) and are sent to the Headteacher three times in a year, a formal letter is sent home, asking the child's parents/guardians to come in to discuss the child's behaviour with the Headteacher. At this point, an internal exclusion may be initiated, at the Headteacher's discretion. There may also be occasions where the serious nature of the inappropriate behaviour results in a 'fast-track' process, involving the Headteacher at an early stage.

Step 6: Fixed term/Permanent Exclusion

Should the inappropriate behaviour persist, the child will be excluded from the school for an appropriate period at the Headteacher's discretion. The fixed term exclusion may range from half a day upwards. Should the inappropriate behaviour persist or the behaviour is considered serious enough (such as a serious attack on a member of staff or peer), the Headteacher may invoke permanent exclusion.

This behaviour policy is embedded into whole school practice and involves all staff and pupils. It is based on positive reinforcement, rewarding appropriate behaviour, and puts the responsibility onto the pupils themselves for their behaviour.

There is an expectation that all parents support the behaviour policy.

Use of Reasonable Force

If necessary, for a child's own safety or for the safety of other members of our school community, reasonable force will be used to remove a child from a situation. This includes:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from leaving the school grounds or premises;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

If the need for restraint of a child arises, parents will be informed as soon as possible.

Child agreement

- I will follow adult guidance on how to arrive and leave the school site safely in line with social distancing.
- I will follow school instructions on hygiene, such as handwashing and sanitising throughout the school day to ensure to reduce the risk of infection.
- I will follow social distancing measures and remain within my bubble throughout the school day. I recognise that I cannot socialise with children who are not in my bubble.
- I will move around the school safely, following specific instructions (for example, one-way systems, out of bounds areas, queuing and remaining at my desk within the classroom)
- I understand the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands throughout the school day. I will wash my hands regularly throughout the school day.
- I know I must tell an adult if you are experiencing symptoms of coronavirus e.g. temperature, new persistent cough
- I know the rules about sharing any equipment or other items including drinking bottles throughout the school day.
- If I use a piece of equipment at playtime or lunch time, I know I have to wipe it with as cleaning wipe after use.
- I know that if the red sign is on the toilet door I cannot enter as someone else is using it. If the green sign is on the door I know it is safe to enter. I will wash my hands with soap for at least 20 seconds after I have been to the toilet.
- I know there are consequences if I cough or spit at or towards any other person.

- I know there are clear rules and expectations regarding home learning and my conduct in relation to remote education when using school's learning platform.

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>