



BEHAVIOUR POLICY AND HANDBOOK

This behaviour policy has been written with the staff and children to establish a consistent approach to supporting Behaviour for Learning and to prepare children for life beyond school. This policy is also aligned to the Managed Moves Protocol (November 2017) and has been reviewed and agreed with Governors in Summer Term 2018.

OCTOBER 2017 –
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Rationale:

At St Philip's, we promote positive behaviour for learning building on firm foundations.

Positive behaviour = Good attitudes to learning = Success in life

We ensure that we demonstrate mutual respect for our space and learning, building our behaviour policy on the Christian Values of tolerance and forgiveness in the knowledge that there are consequences for our actions – both positive and negative.

We encourage reflection and resilience through consistency of approach across the school community.

Aims and Expectations:

At St Philip's we:

- Have high expectations of behaviour.
- Deal with behaviour using consistent and agreed approaches.
- Ensure the environment is positive and conducive to high quality teaching and learning.
- Promote children's understanding of what is safe and fair, based on the Christian Value of justice.
- Encourage dialogue between home and school to ensure our clear expectations are shared.
- Prepare children for life with rules, routines, boundaries and high expectation.

Roles and Responsibilities:

It is the responsibility of all staff to uphold our behaviour principles and expectations and to ensure that communication of behaviour is clear. This can be between home and school, staff to staff, and staff to child.

It is an expectation that parents and carers work with school to support their child's learning and this includes expectations of behaviour.

Behaviour is a form of communication and any concerns regarding changes in behaviour should be discussed with the Headteacher and/or the Designated Safeguarding Lead, in line with the Safeguarding and Child Protection Policy.

Rewards:

To maintain high expectations, the principles of this policy are based on rewarding positive behaviour.

Whole School Rewards:

Every class has CLASSDOJO set up for their class and children earn rewards for a range of positive behaviours. This then builds up across the year and children earn rewards a key milestones. This rewards are issued in the weekly Celebration Assembly:

No. of dojos	Reward
100 dojos	Gold card
200 dojos	Platinum card
300 dojos	Gold pen
500 dojos	Specially chosen treat from a selection

The Celebration Assembly every Friday, rewards children's individual success and awards are issued for:

- Achievement
- Attitudes to learning in school and at home
- Attendance

Parents are invited to attend and text messages sent to parents of children who are receiving an award.

Rewards also include:

- Stickers and rewards from the Headteacher
- Feedback to parents by the classteacher or Headteacher

Class reward systems also supplement the whole school system and are based on DOJOs and achievement in lessons. These are set up by individual class teachers.

Once children receive an award, these cannot be taken away.

Consequences:

The children must learn and understand the consequences of negative behaviour.

As a school team, and in partnership with the children, we have established a system of consequences based on key negative behaviours that have been identified as an issue. These behaviours have been categorised onto a chart with consequences aligned to the behaviour. These are regularly reviewed in staff meetings.

The Consequence Chart is displayed around school to ensure children and staff are clear about the consequences of actions. All staff, including lunchtime, before and after school staff, have had an input into this and consequences are issued in line with this. This ensures consistency of management of behaviour.

Persistent green (low level) behaviours must become orange behaviour and consequences issued in line with this. Parents are informed by the classteacher when a child receives an orange consequence.

The Headteacher and/or Deputy Headteacher are involved at orange and red level. Frequent orange behaviour is recorded in the consequence book and may be recorded on SIMs. All red level behaviour is recorded in SIMs and parents are informed by the Headteacher or Deputy Headteacher.

Once a child is given a consequence, this must be completed and cannot be 'earned back'.



CONSEQUENCE CHART



We have worked together to think about **good behaviour for learning** and all staff celebrate positive behaviour with **rewards**, including certificates, stickers, dojos and prizes.

As a school, we have all agreed that some behaviour disrupts our learning and our time together in school. We know that these behaviours have consequences which we have talked about in class and as a whole school. This chart is displayed and reminds us of the consequences alongside our rewards.

<p>Shouting out Not using good manners Being out of your seat Not lining up properly Swinging on chairs Not moving around school properly Muttering, whispering and spreading rumours Talking when an adult is speaking Throwing objects Rough play Not on task Distracting others</p>	<p>Staged response to behaviour:</p> <p style="text-align: center;">Warning ↓ 2 mins off break ↓ 5 mins off break ↓ 10 mins off break ↓ Full break</p>
<p>Climbing <i>incl. on bike frames, fences, playground walls</i> Winding up others Disrupting learning Throwing objects at others Swearing Fighting Spitting Kicking <i>incl. objects around school</i> Refusing Leaving class without permission Disrespectful speech Bad attitude and disrespectful actions Not showing respect for our school environment or equipment</p>	<p>Continual green level behaviour leads to an orange consequence. At orange level, parents are informed by class teacher:</p> <p style="text-align: center;">Full break ↓ 5 mins off lunchtime ↓ 10 mins off lunchtime ↓ 15 minutes off lunchtime</p>
<p>Bullying Racist behaviour Homophobic behaviour, <i>incl. homophobic comments</i> Behaviour and comments made relating to protected characteristics Physical aggression/violence towards others Leaving school without permission Making yourself or others unsafe Stealing</p>	<p>Sent straight to DHT or HT to issue a consequence from the list below and parents will be informed:</p> <ul style="list-style-type: none"> • Full lunchtime consequence • Isolation from others for a specific period of time (in school during the school day) • Exclusion for a period of time (out of school) • Permanent exclusion

Lunchtime consequence will be managed by a member of the SLT and recorded in the consequence book. Full lunchtime consequence will be managed by the HT or DHT.

Bullying and Cyber-Bullying:

Bullying, including Cyber-Bullying, is treated very seriously by the staff at St Philip's. The following process is in place:

- Be aware that bullying can and does happen and to ensure that children have an opportunity to discuss and be listened to by staff.
- Investigate any issues relating to bullying.
- Record the investigation and discuss with senior leaders to determine next steps.
- The Headteacher or Deputy Headteacher to record outcomes in SIMs; including victims and perpetrators to monitor any patterns and trends.
- Inform parents of all children involved.
- Follow-up any investigations regularly to ensure the issue has been addressed and take further action as necessary (in line with red consequences).

We are aware that children access a range of technology, including gaming, social media and text messaging, which can lead to incidents of bullying. Although this takes place outside of school hours, this is treated seriously by school staff and the above actions taken.

Restrictive Physical Intervention (RPI) and the use of reasonable force:

There may be occasions where it is necessary to restrain a child. The following principles are used:

- Where a pupil is at risk of hurting themselves
- Where a pupil is at risk of hurting others
- Where a pupil is damaging property

On the rare occasions that this is required, only trained staff carry this out and only where it is deemed necessary and proportionate. Key members of staff at St Philip's have been trained in Positive Handling and will only act in the best interest of the child, bearing the above principles in mind.

All incidents of RPI are recorded in an RPI book, with numbered pages, and which is kept in the school office in a locked cupboard. Parents are informed when an RPI has taken place.

Should there be a reason, known in advance, that a child may require RPI, the parents will be asked to sign a letter of consent alongside the Headteacher which is kept on record and a copy sent home.

Use of Managed Moves:

Where a child is identified as being at risk of permanent exclusion, school will consider a managed move prior to a further or permanent exclusion. School will follow the agreed protocol as set down in the Primary Managed Moves Protocol, November 2017. Parents and Carers will be consulted and the process explained to ensure there is a clear and shared understanding of the process and implications.

Appendices:

1. Uniform Letter
2. PE Kit Letter
3. Use of Restraint letter



**Barrow Street
Salford
M3 5LF**
Phone: 0161 832 6637

Headteacher: Miss J Kinch
Rector: Revd. G Robinson
Deputy Headteacher: Ms B Jackson

Dear Parent/Carer,

Today, _____ came to school wearing incorrect uniform.

Blue jumper	
White T-Shirt	
Black shoes	
Dark trousers/skirt	
Other	

Please ensure that they are wearing the correct uniform tomorrow.

Please speak to your child's classteacher or myself if you have any questions.

Thank you for your support with this.

Miss Kinch
Headteacher



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Salford
M3 5LF**

Phone: 0161 832 6637

Headteacher: Miss J Kinch
Rector: Revd. G Robinson
Deputy Headteacher: Ms B Jackson

Dear Parent/Carer,

Today, _____ came to school without the correct PE Kit.

Dark jumper	
White T-Shirt	
Dark shorts (Summer)	
Dark tracksuit bottoms (Winter)	
Trainers/Pumps	
Other	

Please ensure that they bring the correct PE Kit to school for their next PE lesson.

Your child's PE lesson is on _____.

Please speak to your child's classteacher or myself if you have any questions.

Thank you for your support with this.

Miss Kinch
Headteacher



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Headteacher: Miss J Kinch
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Date:

I _____, the parent/guardian of
_____ give permission for members of
staff at St Philip's CE Primary School to hold, restrain or move my child into a safe area in which to
calm down.

This will help to ensure the safety and well-being of my child, other children and the equipment
around them.

Signed: _____(Parent/Guardian)

Signed: _____(Headteacher)

Date: _____