

Learning Together for Life
Jesus said, 'Love one another as I have loved you' John 15:12, New Testament ('Injil')

Stepney Greencoat

Church of England Primary School



Behaviour Policy

Policy Reviewed/Approved	By Full Governing Board
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Learning Together for Life
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This Behaviour policy is shaped by our vision: Learning Together for Life, Jesus said 'Love one another as I have loved you' John 15:12, New Testament ('Injil').

Learning: As a school, we have built our curriculum to meet the varying needs of the community we serve. Our Behaviour policy is written to allow all of our children to access learning in a positive manner.

Together: As a Church of England school we will always work together with pupils who are finding managing their behaviour difficult. We will always treat children with respect, regardless of the behaviours that they are modelling. We strive to work together in partnership with families and outside agencies to ensure that children who need further support with behaviour get the appropriate help and advice.

Life: We recognise that instilling positive behavioural values is an important skill, not just in our school but also for future life where we want our children to grow and to become law abiding citizens.

At Stepney Greencoat School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability, religion and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. At Stepney Greencoat School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Behaviour Policy Aims

- To develop a whole school behaviour policy agreed and followed by the whole school community, parents, teachers, (including supply), children and governors, based on a sense of community and shared values
- By applying positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behavior, rather than to simply punish bad behavior, by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat incidents when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Pupils and Parent Expectations of the school

- A safe, well ordered, caring environment in which learning can take place
- The child valued as an individual with the opportunity to achieve through a planned programme of work and experiences
- Regular information about progress and achievement
- Early warning of issues connected with work and discipline.
- Fairness and consistency

School Expectations of Parents and Pupils

- Regular and punctual attendance
- Agreement and support for the Code of Conduct and discipline necessary to ensure smooth working of the school
- Helpful attitudes and a supportive home environment which will allow the child to benefit from their education
- Early contact with the school to discuss any matters that might have a bearing on the child's progress, happiness or behaviour

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are expected to be well-behaved, well-mannered and attentive
- Children must walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will investigate the matter and help the children to resolve it
- Physical violence is not tolerable, neither is retaliation. Repeated or serious incidents will lead to exclusion. This applies to all members of the school community.
- Foul or abusive language by children or adults will not be tolerated on the school premises
- Children are expected to be punctual
- Children must not bring dangerous instruments to school (e.g. sharp objects) or any item that might cause a problem
- Children must wear the correct school uniform.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Particular School Rules

We keep the school rules to a minimum so that they are easy to keep. We expect the children to behave in a polite and responsible way at all times, to speak politely to all adults in the school and to each other and generally to show respect for all.

- Children should not leave the school premises unaccompanied during school hours, except in very special circumstances, following mutual agreement between the Headteacher and the parents of the pupil
- No jewellery is to be worn, except for studs, which must be removed for P.E.
- No toys, sweets, chewing gum or drinks may be brought to school
- Shirts and blouses should be tucked into trousers or skirts
- The staff will help to monitor the correct school uniforms around the school. Parents would be expected to comply with the school's agreed Uniform Policy

Incentive Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Stepney Greencoat scheme is based on rewarding children for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

In addition, each class uses a 'rainbow' reward systems with the approval of the Headteacher. All pupils' names are on the rainbow. Good behaviour and deeds are rewarded by moving to the top of the rainbow (orange and red), while negative behavior may result in names being moved to the bottom of the rainbow (green and blue). All pupils begin each new day on the middle of the rainbow (yellow). Where a child reaches the top of the rainbow they are awarded a rainbow sticker and where a child reaches the bottom of the rainbow the class teacher will call home and parents are informed at the end of the day. If a child reaches the bottom of the rainbow a second time in a relatively short period of time, the teacher and the phase leader will make a call home, to reflect the more serious nature of the child being in this position a second time. If the child should reach the bottom of the rainbow third time (again in a relatively short time frame), at this point, the headteacher together with the class teacher will call home to inform the parents. At this point there will be a discussion with the family and the Inclusion Team to try to understand what is underlying the negative behavior in order to put in a plan of support for the child.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour. The teachers use a wide range of rewards to reinforce positive behaviour in the classroom.

These can include:

- Congratulating the children
- Putting children's names forward to appear in the school's golden book
- Calling home to inform parents.

Some of the whole school strategies that we use to accentuate positive behaviour at Stepney Greencoat School are listed below.

- The children's excellence in class work, effort, attitude etc. is acknowledged in The Golden Book. The Headteacher celebrates these successes during Tuesday's Celebration Collective Worship where the children are given Gold Award Certificates to take home and share with their parents.
- Other individual certificates celebrating achievements are awarded throughout the year, for example, accomplishments in swimming, cycling proficiency or sport.
- The Attendance Trophy is presented during Tuesday's Celebration Assembly, to the class with the best attendance. Any class with 100% attendance in a given week will receive additional play time
- 100% Attendance Certificates and prizes are awarded to those children with perfect attendance at the end of each half term. Certificates will be handed to those children with 96.5% or above attendance
- Pupils with 100% attendance for the whole year are rewarded with a special trip to have lunch at a restaurant with the attendance team and the class with the highest attendance each term visits the cinema
- The Pupil Leadership Team systems recognise those children whose behaviour has been exemplary.

By using a positive system of rewards, and reinforcing good behavior, we hope to help children to feel good about themselves.

Sanctions

Sadly, there will be times when children have made choices which effect their and other's safety and / or learning. Children need to discover what is acceptable behaviour socially, as this is a part of growing up and helps them to feel safe in their environment.

Each class records unacceptable behaviour on the CPOMS behaviour system. It is the responsibility of the class team to look for any behaviour patterns and keep the system up to date for their class in accordance with the guidance. Date, time, lesson, child's name, a summary of the incident and appropriate action to be recorded each time.

All incidents will be investigated by an adult in a respectful manner, not in front of the whole class so as not to disrupt learning as well as respect the individual's privacy, unless it is a class incident.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, known home circumstances, special needs etc. as far as sanctions are concerned.

Each case is treated individually. Generally children are encouraged to take responsibility for their own actions and to know that there are consequences for negative behaviour.

In order to have clarity, consistency and equity between all staff, and supply staff the following is a guide of unacceptable behaviours that warrant a move down the rainbow:

- Not following instructions
- Calling out
- Refusal to work or participate in lessons
- Disruption

Serious physical harm or threatening behaviour

- Refer to Head
- Parents informed
- Internal exclusion

Inappropriate sanctions:

A ban on games

A child missing their whole playtime

A pupil being sent out of class missing learning time (unauthorized internal exclusion)

A pupil being asked to sit on bench/in hall

Shouting at children

Involvement of the Head or Deputy

The Head or Deputy should be involved in serious incidents and or when other strategies have been tried without success. In these cases, action will be immediate.

The CPOMS log is monitored by the Behaviour Team every term and reported to the school community.

In line with the local authority, we take all incidents of prejudice or intolerance as defined by the protective characteristics such as, race, sex, disability, religion, gender and sexual orientation, very seriously.

Racist Incidents are reported directly to the Headteacher and recorded on the Tower Hamlets form with parents being informed of both the perpetrator and the victim.

All allegations of bullying are recorded on CPOMS and reported to the Headteacher in accordance with the Anti-Bullying Policy.

The Headteacher reserves the right to decide if subsequent trips will take place for the children whose behaviour cause concern. This becomes important for the health and safety reasons.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

All major breaches could potentially result in a fixed term exclusion. To try and avoid this, the following actions may be taken:

- Withdrawal from the classroom for the rest of the day to work in a breakout space with a member of the class staff team (ie: TA)
- A letter to parents informing them of the concerns
- A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour
- A case conference involving parents and support agencies
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body and the LA.
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being sent home straight away (fast-track)

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Midday Supervisor and a team of Midday Supervisors. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor incidents may result in incidents being logged, the class teacher being informed and if necessary a call home to parents at the end of the day.

The Supervisors are expected to maintain order, but the Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary.

The Supervisors must be treated with the respect due to all adults at Stepney Greencoat. Verbal or physical abuse will not be tolerated.

Serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. Incidents are recorded on CPOMS by the Senior Leader on duty. See above unacceptable behaviour for clarity.

Parents will be informed if there is no improvement in behaviour and the child may be need to have their lunch at home.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parent Teacher Consultations, open afternoons, parents' functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively.

Challenging Behaviour

Like all incidents, any serious eventuality that may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc.) should be recorded on CPOMS as soon as possible.

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Preventative Strategies

See sanctions above and discipline policy procedures.

Intervention

If a child violently attacks another child or adult and does not respond to requests to stop, then physical restraint may be used if necessary.

The child should be removed from the situation as soon as possible and taken to the Headteacher or Deputy Headteacher who will take immediate action to involve parents.

The incident should be logged on CPOMS immediately and the situation discussed with the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies such as social services, psychological service, behaviour support team etc.

Behaviour Modification Policy

At Stepney Greencoat, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour that is unacceptable.

It is important that the cause of the behaviour is investigated and plans made to meet individual needs, involving the Inclusion Team (SENCO, Welfare Lead, Headteacher and Deputy Headteacher). As far as possible the child will be involved in modifying their own behaviour and have input in the strategies and rewards adopted.

Some of these are:

- Devising a programme that will involve 'tiny steps' for each child (e.g. sitting on chair for given length of time, putting hand up to answer questions)
- Change in classroom organisation
- Using visual resources

There are times when children exhibit regular patterns of challenging behaviour and our normal behavior policy does not provide sufficient structure and boundaries within which they can be successful with their behavior. In such examples, the class teacher will discuss these patterns of more challenging behaviour with the Senior Leadership Team and the Headteacher and it may be agreed together in consultation with the parents / carers that a daily report card system to track patterns of behaviour is necessary. The report card system monitors pupils behaviour against five or six very basic expectations on an hourly basis. Evidence is collected through the report cards to see if the pupil can follow these very basic rules each hour of the day. This report card is given to parents / carers at the end of the day and a copy is saved to the child's CPOM's record. This provides evidence of exactly where the child's difficulties lie and can be helpful in planning next steps for the child in terms of accessing additional professional support. Examples of the basic rules which may be included in a report card would be:

- Can stay in his/her seat
- Not calling out
- Not touching other people's things
- Lining up when the bell rings.
- Lining up when moving around the school

- No throwing things

A further additional system which may be introduced for class on a short term basis where many pupils are not responding to the structure outlined in the behaviour policy is the Apple tree Points system.

This system focuses solely on learning behaviours and rewards pupils for demonstrating positive learning behaviours such as:

Being proud of own work (good presentation skills)
Showing resilience (pushing oneself to complete more)
Four Bs before me (being independent in own learning)
Reflecting on own learning and responding to marking
Completing work

Children are awarded points on their apple and there are rewards and incentives for pupils who achieve different amounts of points throughout the term ie: when they reach 100 points, 150 points etc.

Both systems have proven to be very effective in supporting pupils and teachers where there are additional challenges and needs in a class.

