

Behaviour Support Policy



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Head	Sandie Edward
Chair of Governors	Jeremy Hooper
Policy amended	September 2024
To be reviewed	September 2027

This policy has been written in conjunction and with reference to the following documents:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/behaviour-in-schools>

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Please also refer to the sexual violence and sexual harassment between children in schools:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Behaviour Support Policy

Co-ordinator Alison Klaassen

As a school we believe that a key element of educational success is building positive, caring, trusting relationships between staff and children. At St Philip's we seek to create a 'family' atmosphere in which such relationships flourish.

Through the teaching of PSHE and SEAL (Social and Emotional Aspects of Learning) and the direct teaching of Christian Values we aim to ensure that every child makes progress in their own behaviour management and experiences a sense of achievement. Through the creation of positive classroom climates allied to clear classroom rules the children will have a clear behaviour framework in which to work both in school and also when carrying out on-line learning too.

We believe that;

- All children have the right to be treated with respect.
- All children have a right to work in a calm, supportive and purposeful atmosphere.
- All children have the right to come to school without the fear of being bullied.
- All children need to learn to work and play in an atmosphere of friendship, forgiveness and reconciliation.

Good behaviour will be rewarded, whilst poor behaviour will be dealt with in a fair, positive and supportive way. Close liaison with parents is required to ensure that consistent strategies are used to deal with and support particular behaviour. Our expectation is that Parent's and Carers will do all that they can to support school to bring out the very best in every child. We recognise our responsibility to ensure all of our children are safe and their specific needs are met on an individual basis. Incidents of a sexual, racial or discriminatory, peer on peer or bullying nature will be addressed in light of our safeguarding policy, bullying policy and equality policy and will be logged appropriately.

St Philip's Standards

The school standards have been based and devised after training on work by Paul Dix who believes:

"Visible consistency with visible kindness allows exceptional behaviour to flourish"

Our 3 easily understood standards apply to all situations for both adults and children.

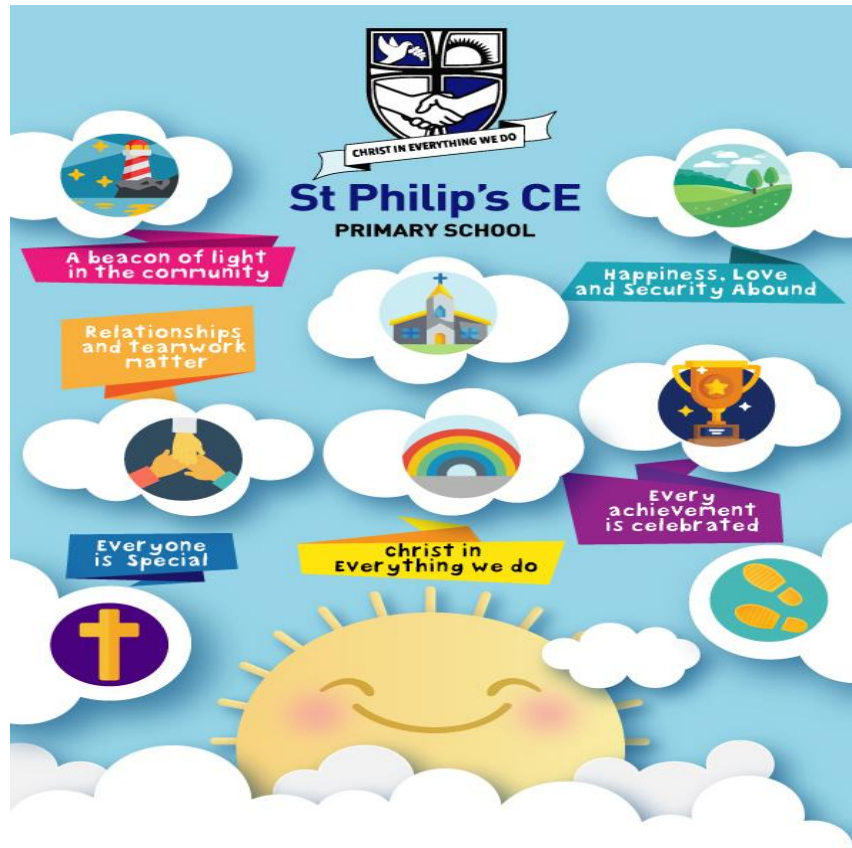


These are displayed in all classes.

Staff encourage the highest standards in collective and self discipline

The ethos of our school and the planning of a broad curriculum, promote the attitudes and values necessary for individual children to contribute to both their own personal development and that of the school. Inclusion is the key.

These attitudes and values are further encouraged through a system of consistently applied Christian values (see below), rewards and sanctions.



School Standards and Code of Conduct

- All adults and children should be treated with respect; face to face and on-line too.
- Adults in school have agreed a code of conduct which they abide by.
- We encourage "Fantastic Walking" around our school
- There should be respect for people's property
- Appropriate school uniform should be worn as per the website
- Children should feel safe to report any incident to staff which makes them feel uncomfortable or unsafe

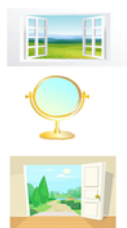
Rights and Responsibilities of the School Community

The class teacher has prime responsibility for the pastoral care of pupils. However, all other members of staff, whether teaching or support staff have a role to play in promoting positive pupil behaviour. Children have a key role to play through the School Council, Worship Warriors, Behaviour Buddies, 'Peer Mediation' and 'Play Leader' programmes.

Good social awareness, understanding of what is acceptable behaviour, British Values citizenship and friendship skills will be taught explicitly through the PSCE/SEAL curriculum and through our worship.

Forgiveness, Reconciliation and Restoration are an important aspect of Christian faith and world faiths and strategies will be actively taught, modelled and encouraged.

School will use the windows, mirrors and doors image to encourage, support and reflect on behaviours.



The following expectations of playground behaviour have been agreed with pupils.

- Play sensibly and carefully
- Treat others in the playground with respect
- Always play where you can be seen
- Invite children who may feel left out to play with you
- Line up sensibly
- Apologise and work towards forgiveness when necessary

Ways in which the school encourages good behaviour

Developing a positive climate in which good behaviour can flourish is vital. We recognise the value of good behaviour being rewarded and operate a wide range of rewards which all pupils have access to. Staff have high expectations for all our children and model the teaching of Gospel values.

The ability to self-regulate, recognise poor behaviour and make changes is a skill we want for our children. Good behaviour should be intrinsic, not reward led, however we acknowledge the need to encourage, praise and highlight excellent behaviour when we see it.

Examples of some of the rewards in place are:

- Class Dojo's
- Attendance certificates
- Christian value certificates and 'you've been spotted' awards
- Personal praise and attention, for good behaviour
- 'Star of The Week', and other achievement awards.
- Letters home to parents re 'Star of Week' as well as verbal comments to parents
- Special privileges e.g. posts of responsibility within the class/school
- Head teacher's Awards
- Children recognised for good lunch time behaviour.
- Peer mediators
- Class behaviour buddy nominated by peers
- Good to be green stickers and other prizes
- Privilege cards
- Class treats decided by children and class teacher

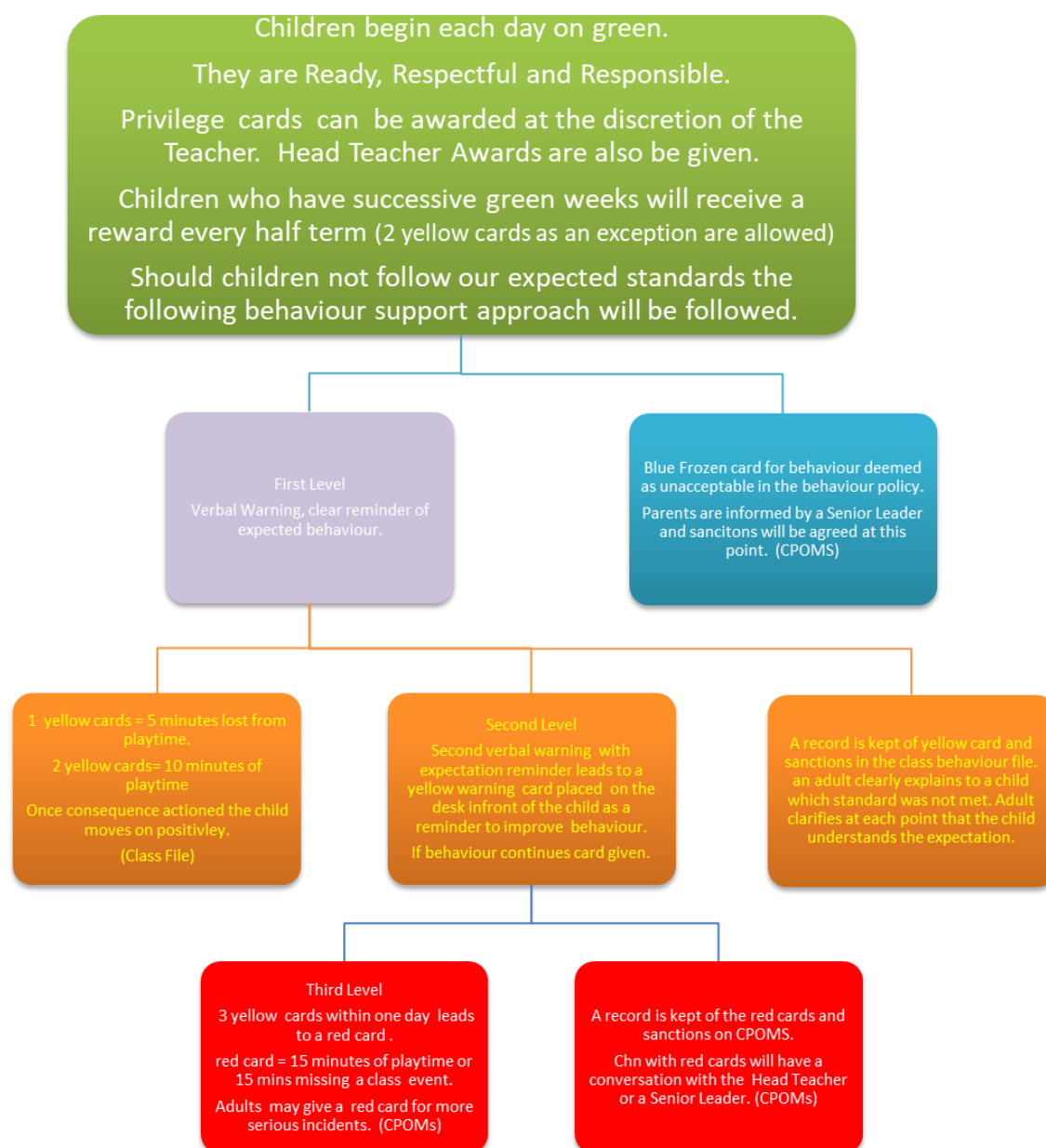
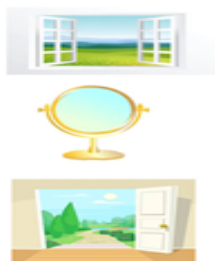
Sanctions and Approaches

Sometimes it is necessary to have a sanction or initiate a targeted approach if behaviour falls below the St Philip's Standards.

These will be flexible and at times adapted to meet individual needs and dependant on the frequency and intensity of incidents. Sanctions are outlined in the behaviour flowchart. We encourage restorative justice and will model and guide children to make the right choices through social stories, behaviour incident forms, comic strip conversations, reconciliation workshops and the Windows, Mirrors and Doors approach. Sanctions will be sensitively aimed to respect the dignity and self esteem of pupils and staff. We encourage age appropriate apology when necessary too. Sanctions are dealt with on the day of the incident where applicable. On line incidents will be investigated and dealt with as soon as possible. The child will re-start on green the following day.

St Philips “Good to be Green” Behaviour Flow Chart

This flow chart details the Good to Be Green Process and the sanctions which occur when the St Philip’s Standards are not followed.



Record keeping of behaviour incidents

Incident	Record kept	Parent/carers informed	SLT involved
Verbal warning	No	No	No
Yellow card	Behaviour file	No	No
Two or more days of yellow cards	CPOMS by teacher	Yes, by class teacher	Alerted in CPOMS
Red card	CPOMS by teacher	Yes, by class teacher	Alerted in CPOMS
Frozen	CPOMS by SLT	Yes, by member of SLT	Frozen card given by SLT who will then contact parent or carer
Behaviour resulting in a restorative conversation linked to windows, mirrors and doors approach	Behaviour file – keep copy of incident form and add to CPOMS	Yes	Yes
Frequent incidents - ABC charts	Behaviour file	Yes	Yes, SENDCO
Lunchtime/playtime incidents	Follow above Completed by class teacher or TA	Follow above	Follow above
Positive behaviour plan	Keep copied of plans in behaviour file and record start and end of plan on CPOMS	Yes. Plan shared with parent/carers and child	Yes

Rewards

Children who remain green will be eligible for privilege cards which can be exchanged for a selection of rewards which are decided upon by each class.

Class Teachers will manage own rewards in conjunction with children.

Individualised class rewards systems will be detailed during annual Meet the Teacher Evening. Class teachers will remind parents of expectations each September and will give regular behaviour updates and also at the bi-annual parents' meetings.

Transition

Transitions can be difficult for children. Behaviour is discussed when a child moves to a new class and we will contact previous settings if we have cause to be concerned about a child's behaviour or wellbeing.

We will ensure information is shared with the next setting when our children move to high school or another setting.

Steps to Managing Behaviour.

If it is decided behaviour merits action at a particular step, it is NOT necessary to go through all these stages.

Peer on peer abuse, sexual harassment, serious violence, racist or homophobic behaviour will not be tolerated and will be dealt with on an individual basis and reported to the Governing Body.

Step One

Behaviour is dealt with immediately and adults will follow our behaviour flow chart. Records will be kept in the class behaviour file and on CPOMS if necessary.

Step Two

Initially this is managed by the class teacher, in discussion with parents or carers. The teacher will involve the child and family in discussions to try and understand/unpick any behaviour patterns. Interventions may be offered, such as Friendship Terrace, Konnect or Socially Talented, where the child may work individually or in a small group with a TA focussing on particular behaviour skills. Regular contact will be maintained with parents/carers to track and monitor the interventions. Records will be kept in the class behaviour file and on CPOMS.

Step Three

- The Head teacher or Deputy Head teacher/SENDSCO will collaborate with the class teacher and family at this stage. If the behaviour is impeding learning, an individualised positive Behaviour Plan may be drawn up in consultation with the child and parents/carers. Targets will be specific to the individual case and will be measurable, achievable and realistic. Strategies will be discussed with the child and they will be encouraged to act on these to try to take ownership for their behaviour. Formal record keeping will begin to ensure best support and evidence is logged for external agencies if required e.g. ABC charts.

Other strategies may include:

- Talking the matter over with the child
- Offering support, distraction, understanding needs, social and emotional interventions
- Time out to 'cool off' and self-regulate
- Sending the pupil to work in another classroom away from the usual group, for a timed period.
- Withdrawing from participation in practical work for a period of time to safeguard the welfare of themselves and other pupils.
- Introducing a positive behaviour report to monitor behaviour throughout the day
- Loss of some playtime or lunchtime
- Comic strips
- Single intervention referral to Team Around the School

Once again, all meetings will be structured and timely to ensure progress is monitored and the plan positive impact. Close partnership with parents/carers is paramount and meetings notes will be record CPOMS. Positive behaviour plans will be kept together in the class behaviour file.



Step Four

In addition to the previous steps, if behaviour is continuing to impede learning or affect peer relationships, the child and/or family can be referred (with parental permission) for help or support from outside agencies. These may include Parenting Support, Early Help, EMHP, Sefton Educational Psychology Service, Clinical Psychologist or School Health, ASD and complex needs team. Sometimes consideration would be given to the suitability of the setting.

Schools may consider an adapted curriculum and/or timetable adaptation if necessary. At times, withdrawal from certain school activities or events may be necessary.

Records will be kept by all concerned and added to CPOMS.

Step Five

If the child's behaviour continues to cause a high level of concern, or in the event of an incident of a highly serious nature (e.g. physical abuse, theft, systematic bullying) the child may be excluded for a minor fixed period, (1 or 2 days) as appropriate. Parents and school governors would be informed in writing. In all cases of exclusion parents/carers would be required to bring their child to discuss the terms of the exclusion and re-admittance with the Head teacher and/or Deputy and class teacher.

If there is still no improvement a recommendation will be made – in consultation with Governors for a longer fixed period (up to 5 days) or long-term exclusion.

Permanent Exclusion would be the final step if all planned intervention is unsuccessful.

Please refer to the following policies:

- Suspension and permanent exclusion policy
- Complaints policy
- Equalities policy.

Monitoring & Evaluation

The Governing Body will evaluate the impact of this policy by receiving data from the head teacher regarding the number of fixed term and permanent exclusions, instances of bullying and action taken to support both the victims and bullies.