



## WHOLE SCHOOL BEHAVIOUR POLICY 2021-2022

**Approved by:** FGB

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## 1. Aims

In the light of the Mission Statement, our teaching of British values and our Unicef Rights Respecting agenda, the school aims to ensure the following:

1. A secure environment and ethos where teaching and learning are the priority.
  2. An ethos and environment that promotes a whole school approach to support children in developing their own self-monitoring of behaviour.
  3. A code of behaviour that facilitates and promotes relationships based on the Christian Ethos of co-operation and mutual respect.
  4. An ethos and environment that ensures there is forgiveness for all, where there are opportunities for children to correct wrong choices made in their behaviour.
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## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
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It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 3. The Success of the Policy

The Governors and staff realise that our behaviour policy will be a success with the following:

1. Strong links between the home and school, where parents understand and support the behaviour code.  
(Expectations are shared with parents in yearly meet the teacher meetings/presentations.)
2. Develop self-regulatory skills in all children through building on positive attitudes where praise and rewards are seen as the most important/effective consequence to reinforce positive choices in behaviour by children.
3. Positive and negative consequences are applied where appropriate/inappropriate behaviour choices have been made.
4. Expectations are clearly understood by all of the school community and are shared with children families and staff.
5. Communication between all members of the school community is important and ensure a clear understanding and fair application of the school behaviour policy and expectations.

6. External support services will be used where appropriate to enhance our school provision and also enables the school to focus on the children who require additional support.

#### **4. Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **5. Mental Health Awareness**

St. Ambrose Primary School recognises the importance of strong Mental Health.

We understand that behaviour management can adversely affect mental health. Key to our approach is inclusive understanding and analysis of behaviour so that all stakeholders are involved and fully aware of what has happened and what the likely consequences could be.

We consider that open and transparent dialogue allows difficult conversations to take place and that this honesty enables all parties to manage the situation with respect to their own mental health.

#### **6. School Expectations**

The school expectations of behaviour and the positive and negative consequences of children's behaviour choices are shared with the school community at the beginning of the year. The staff discuss these with the children and are also sent home for parents to discuss with their children. They are also displayed in the classrooms. (See appendix A and B). In these appendixes, the school rules, expectations, rewards and sanctions are explained.

## **7. Good to be Green Weekly Report Cards**

Good to be Green weekly report cards are a way of communicating to parents their child's behaviour and attitude to learning for a week. Class teachers are responsible for the completion of these report cards. Older children may complete the Good to be Green weekly report cards but these must be monitored by their class teacher and teaching assistant. Completed Good to be Green cards will be monitored by the SMT and positive examples will be shared with the children to promote how to follow the school expectations.

## **8. Red Cards**

Red cards will be given to children (with guidance from the behaviour and consequence chart - appendix C) who make negative behaviour choices. The adult who issued the red card will record the behaviour incident on CPOMS so that a record can be kept of their behaviour choices to help identify where behaviour intervention, and also to inform other appropriate adults. These red cards are on a reflection sheet which a child will complete in their own time to reflect on their negative behaviour choices and identify the positive behaviour choices they need to make so that they can re-join the learning in class. If a child receives two red cards within a week a specific behaviour intervention i.e. behaviour contract will be put in place to aid the child in ensuring their behaviour meets the school expectations.

If after the creation of a behaviour contract, the child's behaviour does not improve then there will be:

1. Referral to the Deputy Head / Head Teacher.
2. Meeting with parents / carers.
3. Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being put into place and gradually removed as improvement is consistently identified.
4. Date agreed for a review meeting.

If there is still no improvement in the child's behaviour, then this will lead to either an in-school exclusion from their class, a preventative placement, fixed term exclusion or a permanent exclusion.

## **9. Serious Incidents**

There will be certain incidents that occur that will be classed as serious incidents in the classroom and will require an alternative approach. It is the teacher's decision, with guidance from the behaviour and consequence chart created by the school community, (appendix C) as to what classifies as a serious incident in their classroom.

Any such incident will result in:

1. Referral to the Deputy Head / Head Teacher of the School.
2. Creation of a Behaviour Contract or Personal Support Plan (PSP), drawn up by the Deputy Head / Head Teacher, in agreement with child, parents / carers.
3. Targets and non-negotiables to be agreed and signed.
4. Time frame agreed for the improvement in behaviour.

5. Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being put into place and gradually removed as improvement is consistently identified.
6. Date agreed for a review meeting.
7. On-going review of behaviour.
8. An in school exclusion where a child will not be allowed to do their learning with their class but will complete their learning somewhere else within school for a fixed amount of time.
9. If there is no improvement in behaviour then a Preventative Placement will be considered to educate the Child off the school premises. This will be in discussion with Senior Leaders and Parents/Carers and will be used as a preventative measure to reduce the requirement of a Fixed Term or Permanent Exclusion. The School has a joint agreement with St. Cuthberts RC Primary School, Heyscroft Road, Manchester, M20 4UZ - Headteacher - Mrs Maguire (**See section 10.4 for a change to this action**)

If there is still no improvement in the child's behaviour, then this will lead to either a fixed term or permanent exclusion from school.

Any serious incidents (such as violent, aggressive and extreme disruption to learning) must be logged in the serious behaviour incident folder in the Headteacher's office and onto CPOMS. It must be shared with the Senior Leadership Team for actions to be put in place to help prevent further incidents.

## **10. Critical Incidents**

There will be certain incidents that will occur that will be classed as critical incidents. It is the Deputy Head / Head Teacher's decision as to what classifies as a critical incident.

Any such incident will result in a fixed term exclusion or a permanent exclusion. This will also be logged in the Critical Behaviour Incident category on CPOMS.

## **10. Covid Addendum July 2020**

### **10.1. Scope**

This addendum applies until further notice and sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. The school may need to amend or add to this addendum as circumstances or official guidance changes and the school will communicate any changes to staff, parents and pupils.

### **10.2. Expectations for pupils in school - New rules**

When pupils are in school, we expect them to follow the school expectations as well as all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life. The additional expectations of the children are:

- To line up in designated areas when waiting to enter the school premises at the beginning of the school day.
- To regularly wash or sanitise hands to ensure healthy hygiene is maintained
- That they must stay with other children within their class during break and lunchtimes and must not break any other year group bubbles. This may include remaining in a certain zone

of the playground so that bubbles can be maintained

- To follow the one way system when moving around the school.
- When sneezing or coughing, tissues are used where possible and disposed of immediately ('catch it, bin it, kill it') If a child does not have a tissue, the child should cough or sneeze into their arm and then wash or sanitise their hands immediately.
- To tell an adult if they are experiencing symptoms of coronavirus.
- To use only school equipment that is assigned to them individually or assigned to their bubble.
- Use toilets at designated times for their bubble. If this is not possible, children should not use the toilets when another bubble is in the toilet area.
- Not to cough or spit at or towards any other person.

### **10.3 Rewards and sanctions for following rules**

To help encourage pupils to follow the above rules, we will continue to use the *Good to be Green* behaviour system. However, if pupils fail to follow these rules, the adult will refer to the behaviour and consequence chart and apply the appropriate sanction.

### **10.4 Changed rules**

During lockdown and the phased return of children into school, some rules were altered due to Covid 19. From September, the following expectations will resume as normal:

- School attendance is compulsory. The government will fine parents promptly for non-attendance of pupils.
- School uniform is compulsory
- Punctuality is critical. We will not take children into school who are late. Parents must arrive at their allocated time.
- Consequence 9 in section 8 will not be adhered to whilst the school is ensuring that children maintain their bubbles. A preventative placement will not be considered.

### **10.5. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated on a regular basis.

**EYFS**

These expectations, rewards and consequences are to be shared with parents during 'Meet the Teacher meetings/presentations.



Loving minds ♥ hearts ♥ hands.

School Rules and Expectations

1. We are kind and respectful to others.
2. We are ready to listen and follow instructions.
3. We are ready to focus on our learning and complete our tasks.
4. We look after all equipment and the school environment

When children choose to follow the expectations they may get:

1. **Verbal praise.**  
(An adult congratulates us on making the correct choices)
2. **Stickers**  
(We receive these as a consequence of making the correct choices)
3. **ACE certificate**  
(We will be recognise in ACE assembly for demonstrating excellent choices in following the school expectations)
4. **Good to be Green Award**  
(If we are able to stay on the sunshine for the half term, we will have the chance to win the half termly Golden ACE award.)

When a child chooses not to follow the expectations

- 1<sup>st</sup> time -**Verbal reminder.**  
(An adult reminds us of our choices so that we can then follow the school expectations)
- 2<sup>nd</sup> time - **Cloud**  
(An adult provides a second reminder of our choices)
- 3<sup>rd</sup> time -**Raincloud - Timeout**  
(We will be given the opportunity to have 5 minutes reflection time within the classroom and then refocus on our learning)
- 4<sup>th</sup> time -**A Second Raincloud**  
(We will be sent to a member of the SMT to discuss our behaviour choices and our parent/carer will be informed by the class teacher)



Key Stage 1 and 2

These expectations, rewards and consequences are to be shared with parents during 'Meet the Teacher meetings/presentations.



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School Rules and Expectations

1. We are kind and respectful to others.
2. We are ready to listen and follow instructions.
3. We are ready to focus on our learning and complete our tasks.
4. We look after all equipment and the school environment.

When we follow the expectations we are encouraged by:

1. **Verbal praise.**  
(An adult congratulates us on making the correct choices)
2. **House points/stars/stickers**  
(We receive these as a consequence of making the correct choices)
3. **ACE certificate**  
(We will be recognise in ACE assembly for demonstrating excellent choices in following the school expectations.
4. **Good to be Green reward.**  
(At the end of each half term a child will be recognised for exceptional effort with a special golden certificate and prize.)

When we have difficulties following the expectations we will be helped by:

- 1<sup>st</sup> time **Verbal reminder.**  
(An adult reminds us of our choices so that we can then follow the school expectations) Moved to Pink to think.
- 2<sup>nd</sup> time **Yellow card**  
(An adult provides a second and final reminder of our choices)
- 3<sup>rd</sup> time **Red card**  
(We are given the opportunity to have 10 minutes reflection time and complete a reflection form so that we can refocus on our learning. I then need to make this 10 minutes of missed learning time back.)
- 4<sup>th</sup> time **A second red card**  
(We are sent to a member of the SMT to discuss our behaviour choices and our parent/carer will be informed by the class teacher The child will also use a behaviour report form to ensure their behaviour meets the school

### Examples of Behaviour and Consequences Chart

<b>Outstanding (Gold) behaviour</b>	<b>Consequence</b>
Exceptional effort in your learning, in school or at home. Going above and beyond the expected behaviour.	Same as expected behaviour consequences plus: Privilege Card Parent/carer informed Awarded a Golden Certificate at the end of the half term.
<b>Expected (Green) behaviour</b>	<b>Consequence</b>
100% effort in your learning. Maintaining good hygiene Neat presentation of learning. Being kind to others. Showing respect to others as you would want them to show to you. Listening attentively. Follow instructions at the first time of asking. Looking after all equipment. Keeping the school environment tidy. Opening doors for others. Remembering to use please and thank you.	5 House points Verbal Praise Stickers Ace certificate Good to be Green reward
<b>Low Level (Verbal Reminder) behaviour - Pink to Think</b>	<b>Consequence</b>
Name calling Not being an active listener Not following instructions Refusing to co-operate Invading the space of others. Not aiming high. Running/being noisy on the corridor Disrespectful attitude Toy/play fighting/wrestling Untidy presentation including book graffiti Winding up others No homework/P.E. kit Littering. Not covering themselves when coughing or sneezing	A verbal reminder about making the correct choices.
<b>Medium Level (Yellow Card) behaviour</b>	<b>Consequences</b>
Persistent low level behaviour Throwing objects Scuffling Dishonesty Tampering with other peoples belongings Unsafe behaviour Swearing Refusing to accept consequences. Bystanding	5 minutes loss of break or lunch time. Completing and redoing learning at breaks or lunchtimes
<b>High Level (Red Card) behaviour</b>	<b>Consequences</b>
Persistent medium level behaviour. Intentionally hurting someone (physically or mentally) Threatening/intimidating behaviour Fighting Racism/ discriminating comments Assault and Physical aggression Bullying Vandalism Directed swearing Stealing Using objects and weapons to hurt others Misuse of school IT equipment Deliberately coughing or spitting at another person	All at Head teachers and Deputy Headteachers discretion. 10 minutes 'time-out' of class to complete a behaviour reflection form and the child has to make up the missed learning time in their break or lunchtime. Recorded on CPOMS Two red cards in a week: Full breaks and lunchtimes missed. On report to the Deputy/Headteacher Loss of privileges Parents contacted Seclusion A preventative placement Exclusion