



## Toddington St. George C of E School Behaviour Policy

**Rationale:** At Toddington St. George Church of England School we are committed to ensuring that all of our children **Let their Light Shine** (Matthew 5:15), and flourish. In order to support our children in **Lighting A Spark**, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to three simple rules of being: **'Respectful, Ready, and Safe.'**

### At Toddington St. George we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments.

**Core Values:** **Love**      **Respect**      **perseverance**      **thankfulness**

### Purpose of the behaviour policy:

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

### All staff must:

- Demonstrate unconditional care and compassion.
- Know their children well and develop positive relationships with all.
- Relentlessly work to build mutual respect.
- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Praise in public, correct in private.
- Remain calm and consistent.
- Give children a 'fresh start' after each incident.
- Help children learn and feel confident. Be just and fair. Have a kind sense of humour.
- Take time to welcome children at the start of the day and after break and lunch times.
- Always pick up on children who are not yet meeting expectations.
- Take responsibility for any behaviour seen throughout the school.
- Investigate all incidents thoroughly and record on CPOMS promptly.
- Always reinforce **'Be Ready, Be Respectful and Be Safe'**.

# Be Ready, Be Respectful and Be Safe

Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

We have three simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modeled explicitly.

## Catching them doing it right

1. Verbal praise
2. Dojo points and messages home
3. Stickers and stamps
4. Values in Practice certificates
5. SLT praise
6. Show work to other adults

## Dojo reward system

Each child in every class has a dojo avatar. Dojo points are given at the discretion of all adults in school, and will be awarded when a child clearly demonstrates:

Being Ready, Respectful, Safe Living our School Values

The individual totals are celebrated at the end of each week, and cleared ready to start again the following week.

## Whole school celebrations

Every Friday, two children from each class will be awarded **Values in Practice (VIP)** Awards in Celebration Collective Worship and will receive a gem from the star box. Photographs of children and their award are sent home via Class Dojo so that families can enjoy their child's celebration.

## Correction in private

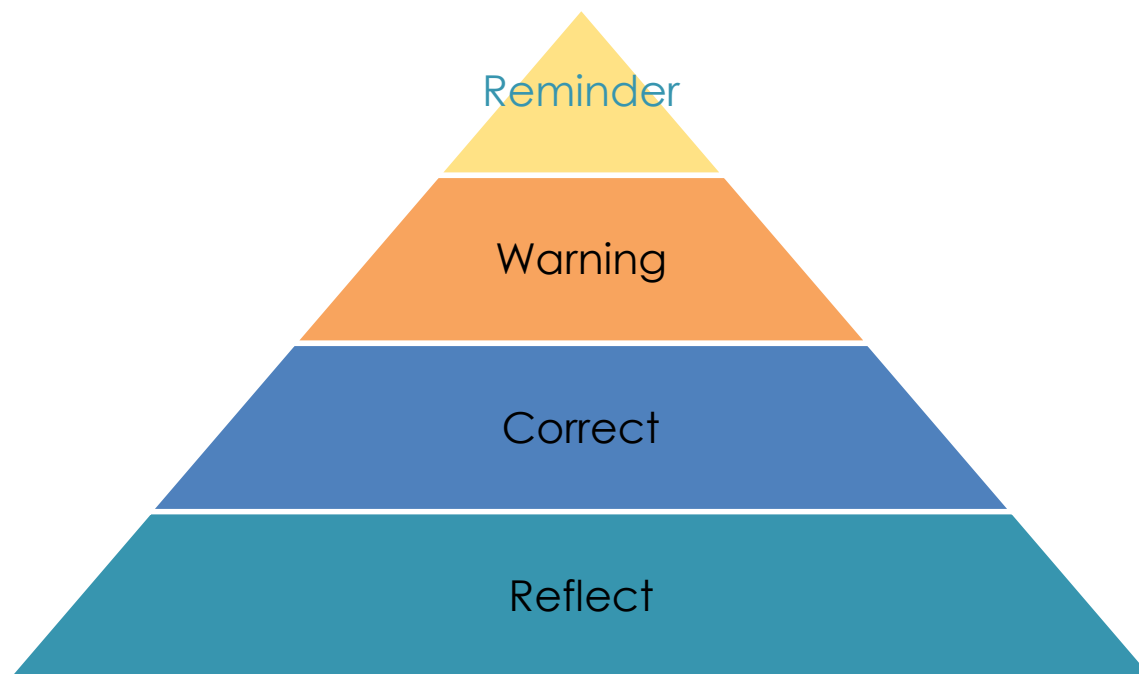
### Child friendly stepped boundaries

1. REMINDER: please remember our school rules, Ready, Respectful, Safe
2. WARNING: second reminder to make better choices and be Ready, Respectful, Safe
3. CORRECT: third time not showing Ready, Respectful, Safe behaviours, now some time to reflect.
4. REFLECT: let's talk about why and how we can do things differently.

### 30 Second Script

**Stepped Boundaries** Gentle Approach, use child's name, child level, eye contact, deliver messages

1. REMINDER	I noticed you chose to ... (noticed behaviour). This is a REMINDER that we need to be Ready, Respectful, Safe. You now have the chance to make a better choice. Thank you.
2. WARNING	I noticed you chose to ... (noticed behaviour). This is your WARNING.  If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom, learner's name)  Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices.
3. CORRECT	I noticed you chose to ..... (noticed behaviour). You need to... (go to sit with other class / go to another table / stand by staff member/ sit on the picnic bench) I will speak to you in two minutes ...  DO NOT describe child's behaviour to other adults in front of the child.  <i>Timings</i> EYFS- 4 minutes Year 1- 5 minutes      Year 2- 6 minutes Year 3- 7 minutes      Year 4- 8 minutes
4. REFLECT	Neutral, dispassionate language. What happened? What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?



**Correct and Reflect Time** should:

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to ensure that children and staff feel supported and secure.
- Reflections need to be in proportion to the action. It should also be made very clear that it is the behaviour that is unacceptable, and any reflection should address this, not be made personal to the child.

**Continued disruptions to learning : Teacher actions**

Disruptions	Teacher Actions
Two occasions of disruption of learning (Correct and Reflect) in one day	Parents informed Log on CPOMS Behaviour monitored
After two weeks of continued disruption to learning	Log on CPOMS Meet parents Implement Behaviour Tracker Agree Behaviour Support Plan Review in 2 weeks

**Supporting children on the SEND register**

Depending upon a child's need it may be important to agree amendments to the behaviour policy through a Behaviour Support Plan, to support positive choices and success for the child. Planned support and follow up sanctions will be agreed with the child, parents and teachers.

**Serious incidents and sanctions**

At St. George's we consider the following to be consider a serious incident:	Sanctions need to be in proportion to the action.
Fighting	Time out of the classroom

Spitting Non-age appropriate biting Swearing or offensive language and gestures Damaging property intentionally Throwing books or equipment Stealing Confrontational behaviour Threatening and physical violence Verbal threats Persistent bullying including online bullying Harassment (racial, sexual, gender, disability) Risk of harm to self Persistent non-compliance Absconding	Playtime or Lunchtime correction time appropriate to timings above  Meetings with parents to agree: Behavior Tracker Agree Behaviour Support Plan
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### Language around serious incidents

At Toddington St. George C of E School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Behaviours should be discussed as the behaviours they are, and not be personal to the child.

Isolated Serious Incident	Alert SLT Record on CPOMS – serious incident tab Child to have Correct & Reflect Time Adult to reflect with the child Behaviour monitored Communicate with parents by the end of the day
Repeated Serious Incidents	Alert SLT Record on CPOMS – serious incident tab Child to have: Correct & Reflect Time/ Internal / External Exclusion  Meet parents Implement Behavior Tracker Agree Behaviour Support Plan Review in 2 weeks

### Physical attacks on adults:

We take incidents of violence toward staff very seriously. The adults in the situation must use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Assistant Head and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as

adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## Team Teach

We have some trained Team Teach members of staff. Team Teach predominantly focuses on de-escalation strategies. Staff are trained on handling children in a way to keep themselves and others safe and reduce potential risk or harm. Team Teach incidents will be logged and reported to all parties involved.

“ *Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe* ”

George Matthews - Founder

**Emergency procedure for serious incidents** This policy must be read in conjunction with: Child Protection Policy, Keeping Children Safe in Education and Managing Allegations Against staff.

Our staff team will carry out the following actions in an attempt to avoid any form of physical intervention:

Remove the rest of the children and/or yourself from the situation, keeping a visual on the child at all times.  
Use the red card to alert SLT.  
SLT will alert a member of staff trained on positive handling for support if appropriate.  
SLT will phone parents.

Use of appropriate body language- open, honest.  
Always mention their name. Give options, this or this ..... and allow them time to process the choices.  
Keep a visual of the child until a designated member of staff arrives.  
Use de-escalation strategies like 'let's go to the sensory room to calm down'  
Record details the serious incident on CPOMS.

## External and Internal Exclusions

 x-ref Exclusions Policy

Exclusions will only occur following extreme incidents at the discretion of the Headteacher. An internal or external fixed-term exclusion will be enforced if the child being at home will have a positive impact on future behaviour.

**Permanent Exclusion** Exclusion is an extreme step and will only be taken in cases where:

- Long term unsafe behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## Sexism and Sexual Harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour.
- Monitor their behaviour for any recurrence.
- Escalate the sanction to the Behaviour Lead.
- Phone call to parents of all children involved.

Our Relationships and Sex Education curriculum will cover what healthy and respectful behaviour towards one another looks like.

### **Monitoring and Evaluation**

The Inclusion Assistant Head will analyse and evaluate behaviour in a monthly report, alongside the Headteacher and present to the Governing Board termly.

Reviewed September 2022

Next Review September 2024

By Whom Colette Lamb, Headteacher