



## BEHAVIOUR POLICY

At St. Saviour's School Ikoyi, all children have the right to an education. This offers them the best opportunities to work hard, be happy and make good progress. Teachers and support staff are here to help create the right environment and opportunities to make this happen and safeguard our children. Many others contribute towards this progress. Our Behaviour policy was produced by all the staff working together and is based on the principles and values that we seek to promote in our school.

This policy should be read in conjunction with the following:

- Child Protection Policy
- Anti-Bullying Strategy
- Safer Use of Technology Policy
- Special Educational Needs Policy

### 1. AIMS

We aim to:

- Recognise and highlight good behaviour as it occurs
- Ensure that all children are praised for behaving well, when appropriate
- Reward individuals and groups of children for behaving well, when appropriate
- Ensure criticism is constructive highlighting the inappropriate behaviour; criticism is directed at the behaviour of the child and not the child itself.
- Prevent bullying
- Explain, demonstrate and model the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Inform parents about children's good behaviour
- Ensure the principles of inclusion are promoted and practiced throughout the school community
- Embed the modeling of good behaviour and British values into our commonday practice

### 2. OBLIGATION

The Department of Education's guidance, 'Behaviour and Discipline in Schools; Advice for Head Teachers and school staff (January 2016)', and 'Pupil behaviour in schools in England, Education Standards Analysis and Research Division' (June 2012) have been read and used to guide the school on the powers and responsibilities in terms of discipline and managing behaviour within the school.



### 3. PUPIL'S RIGHTS AND RESPONSIBILITIES

#### My Rights

- I have the right to be happy and to be treated with compassion in this school. This means no one will laugh at me or hurt my feelings.
- I have the right to be myself in this school. This means no one will treat me unfairly because of height, gender, appearance, nationality or ability.
- I have the right to be safe in this school. This means no one will: hit me, kick me, push me, pinch me, threaten me, hurt me or intimidate me.
- I have the right to expect my property to be safe in this school.
- I have the right to hear and be heard in this school. This means no one will: yell, scream, shout, make loud noise, or otherwise disturb me.
- I have the right to show pride in my appearance, in line with the school policy.
- I have the right to have my actions monitored in case of intervening Special Educational Needs causing me areas of behavioural difficulty

#### My Responsibilities

- I have the responsibility to treat others with compassion. This means I will not laugh at others, tease others, or hurt others' feelings.
- I have the responsibility to respect others as individuals and not treat others unfairly because of weight, gender, appearance, height, nationality or ability.
- I have the responsibility to make the school safe by not: hitting, kicking, pushing, pinching, threatening, hurting or intimidating anyone.
- I have the responsibility not to steal or destroy the property of others.
- I have the responsibility to help maintain a calm and quiet school. This means I will not yell, scream, shout, make loud noise, or otherwise disturb others.
- I have the responsibility to wear the appropriate uniform.
- I have the responsibility to respond to any Individual Behaviour plan created to support my additional needs and attend any sessions provided



#### 4. PARENT AND TEACHER'S RIGHTS AND RESPONSIBILITIES

##### Parent's Rights

- To be given a copy of the Behaviour Policy.
- To contact Teachers or Admin with questions regarding the Policy.
- To expect that their child will be taught in a safe and respectful classroom.
- To be able to seek intervention from the SEN department if they feel behaviour is involuntary or due to compromising factors

##### Teacher's Rights

- To be treated with respect by parents and students.
- To be able to teach without disruption from student or parents.
- To feel fully supported by Senior Leadership Team and their concerns attended to as required
- To be able to request intervention, training and advice from the SENCo and associated team of teachers, should behaviour be deemed to be associated with a Special Educational Need

##### Parent's Responsibilities

- To teach children accepted standards of behaviour.
- To teach children to be responsible for their actions.
- To support the school in sustaining a welcoming, caring and safe environment.
- To stand firmly behind any Individual Behaviour Plan or Individual Education Plan if provided by the school and ensure children value the importance of achieving this goals

##### Teacher's Responsibilities

- To communicate classroom expectations /consequences to parents and students.
- To demonstrate respect and care for students.
- To contact parents when students fail to meet expectations.
- To adhere to the Behaviour Policy, ensuring the clear process for Behaviour Management and Reports is followed
- To seek advice from the Senior Leadership Team should their best efforts fail to address the behavioural needs of the child

#### 5. USE OF REASONABLE FORCE

Use of Reasonable Force Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the Head Teacher has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort and is extremely rare.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time.



The degree of force used will be the minimum needed and proportional to the situation. All incidents involving the use of force will be recorded in an incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Head Teacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

## 6. REWARDS

Wherever possible we aim to have a positive approach to behaviour. The school uses a variety of rewards, both whole school and in class, to promote good behaviour, good work and effort.

- Teachers use verbal praise
- Smiley charts and stickers
- Caught Being Good stickers (CBG) (Key Stage 1)
- Assembly Awards each week
- House system with house points (Key Stage 2)
- Special responsibilities
- Positive feedback to parents and carers
- End of year awards

## 7. SANCTIONS

We believe pupils feel secure when they are aware of the boundaries of acceptable behaviour. They are taught that they must not hurt others and should respect peers and all adults. Sanction Communication Books will be taken to all subject lessons in order to record any sanctions, though all incidents involving other children will remain confidential; only the name of the perpetrator must be recorded here. Corporal punishment is not permitted at St. Saviour's School Ikoyi.

Procedures and sanctions to be used by staff in order:

### Level 1 - Within class

- a) Verbal reprimands (or non-verbal reprimands e.g. Dojos, Yellow/red cards)
- b) Moving seats
- c) Moving seats into isolation for specified periods of time
- d) Finishing off work at playtimes under direct supervision.
- e) Informal notification to parents

On exhaustion of **Level 1** class sanctions over a period of time or within one lesson elevate to **Level 2**

### Level 2 - Key Stage Leader

Procedures and range of sanctions to be used by the Key Stage Leader at their discretion:

- a) Verbal reprimand
- b) Time out sessions



- c) Loss of privilege and appropriate work set
- d) Formal notification to parents
- e) The child will spend a specified time out, in another class with appropriate work

### **White Chart**

Issued by: Key Stage Leader

Criteria: Unsatisfactory behaviour as established by the child transitioning to Level 3

Expectations: General

Reporting: Daily

Length: Minimum 1 week.

Communication: Onset, Parents/ Deputy Head Pastoral/ Head Teacher informed by Key Stage Leader

On exhaustion of **Level 2** sanctions over a period of time or relating to a serious incident elevate to **Level 3**

### **Level 3 - Deputy Head Teacher**

Procedures and range of sanctions to be used by the Deputy Head Teacher at their discretion:

- a) Verbal reprimand
- b) Time out sessions
- c) Loss of privilege and appropriate work set
- d) Formal notification to parents and carers
- e) Monitoring behaviour by report system with parental involvement

### **Pink Chart**

Issued by: Deputy Head Teacher

Criteria: Failure to progress under White Chart.

Expectations: Written contract general in nature

Reporting: Daily to Deputy Head Teacher Pastoral. Once a week to Head Teacher

Length: Minimum 2 weeks.

Communication: Onset and completion Parents/ Key Stage Leader/Head Teacher informed by Deputy Head Pastoral by letter. Meeting between Parents, Deputy Head Teacher and Key Stage Leader

### **Level 4 - Head Teacher**

Procedures and range of sanctions to be used by the Head Teacher at their discretion:

- a) Verbal reprimand
- b) Time out sessions
- c) Loss of privilege and appropriate work set
- d) Formal notification to parents and carers
- e) Monitoring behaviour by report system with parental involvement



- f) Fixed Term Exclusion
- g) Permanent Exclusion

### **Purple Chart**

Issued by: Head Teacher

Criteria: Failure to progress under Pink Chart

Expectations: Written contract specific in nature

Reporting: Daily to Head Teacher

Length: Minimum 2 weeks

Communication: Onset and completion Parents/ Key Stage Leader/Deputy Head Teacher informed by Head Teacher by letter. Meeting between Parents, Deputy Head Teacher Pastoral and Key Stage Leader

### **Fast track procedure for serious misconduct:**

Where a child is involved in:

- Serious fighting, violent behaviour
- Uncontrolled threatening behaviour, which affects the safety of others
- Bullying behaviour, including racism
- Bad language directed at another person
- Defiance
- Deliberate damaging of school or others' property

Such conduct is considered so serious the Head Teacher or Deputy Head Teacher Pastoral will deal with the child.

## **8. COMMUNICATION BOOK**

The communication book is used as a means of coordinating and monitoring behaviour between different subjects. A report is produced weekly for the Senior Leadership Team to review. A child reported in the communication book three times is referred to the Key Stage Leader for further action as outlined in Level 2 of the sanction procedures.

## **9. SEARCHING ELECTRONIC DEVICES**

Children are not permitted to come into school with mobile/electronic devices. The school has a 'no mobile phones' policy. If staff find such devices and suspect that the pupil is using it to cause harm or any of the given reason below, they may lawfully search the device without consent or parental permission:

- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or



- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

## **10. PLAYTIMES**

During lunchtimes and playtimes, supervising staff will use time out sessions for children who are behaving inappropriately. The length of the time out session will be at the discretion of the supervising staff. The fast track procedure will be used for children who are involved in an in serious misconduct.

## **11. PUPILS WITH ADDITIONAL NEEDS**

For those pupils with Special Educational Needs (SEN) the behaviour guidance and strategies may need to be adjusted in order to support these pupils appropriately. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. It is deemed probable that these behaviours can be defined as 'self-disruptive behaviours', acting as barriers to learning (Cameron 1998), whereas all other forms of behaviour, including aggressive, physically disruptive, socially disruptive, and authority-challenging acts, will fall under the Behaviour policy, in line with the Behaviour chart system. Through discussion with the SENCO, where it is deemed that Intervention is better suited than Behavioural Reprimand, a consequent Individual Education and/or Behaviour Plan will be put in place. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support, please refer to the school's SEN policy.

## **12. PASTORAL CARE**

The school will have regard to the pastoral care of staff accused of misconduct. Disciplinary actions will be taken against pupils who make malicious accusations about school staff.

## **13. BEHAVIOUR OUTSIDE OF SCHOOL**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit. In the Community, the school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school.

## **14. OTHER ASPECTS OF BEHAVIOUR**

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We devote time during PSHCE to prevent bullying whilst at the same time the school is inclusive and nurturing. The school aims to combat bullying and other harmful behaviour



using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills.

Further information and advice is detailed in the school's Anti-bullying and e-safety policies; copies of which can be obtained from the school office or on the school's website. For data protection, we will not discuss our actions with parents. However, we will record all actions in a behaviour log and will follow the policies.

## 15. COMPLAINTS

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints and Concerns Policy.

**Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.**

Policy established and agreed:	Lent 2015
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Date of next review:	Lent 2021
Member of staff responsible for the policy:	Mr Craig Heaton (Head Teacher)