

Behaviour Policy and Procedures



Experiencing life in all its fullness, we grow to be the best that we can be.

(Based on Biblical Reference John 10:10)

Dated: September 2023

Committee: Pupil Development and Well Being

Reviewed: Every other year (next revision September 2025)

Circulated to Staff and Parents – September 2023

Introduction

- At All Souls our school's vision is at the heart of all we do. To enable all our children to live life in all its fullness we have high standards of behaviour.
- We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual knowledge, shared respect, shared values and following school rules. The rainbow has been chosen as a symbol of God's love and forgiveness.
- We recognise the right of everyone to: feel safe, be listened to, feel good about themselves and learn and achieve. These Rights imply obligations and responsibilities for all individuals.

Our School Rules

We are **STARS**

Show kindness to all

Tell the truth, always be honest

Aim high, always try your best

Respect for ourselves, others and our environment

Stay safe, make safe choices

Playground rules – the same rules are used in KS1 and KS2

Children's rules should be displayed on the playground:

- We play together and look after each other.
- We let other children play their own games.
- We respect the adults that look after us.
- We tell the truth.
- We always tell an adult when we need help.
- We listen to other people and wait our turn to speak.

Expectations

- Children and adults should speak courteously to others and show appropriate respect. Children should be taught good manners e.g. please and thank you. Swearing and insulting or intimidating language is quite unacceptable in all situations.
- Children and adults should behave courteously towards each other. Children should be encouraged to talk problems through either with each other or with an adult. Physical aggression, retaliation or intimidation is not acceptable. No one has permission to hit another child.
- Children should move around the building safely, quietly, and without running or jumping. They should move directly from place to place and must be supervised by an adult.
- When children are taken out of school they should walk in twos, stay in a line and be attentive and quiet
- Some children with special educational needs may have greater difficulties than their peers with certain aspects of behavioural expectations. In these cases, reasonable adjustments will be made to support them. These may include, but are not limited to, movement breaks, additional adult support or individualized reward systems. All Souls is aspirational for all our children and wants to equip all children, including those with special needs, to live productive, full lives after school. It is therefore important that positive behaviours are supported and that children are supported to take responsibility for their behaviours when they are capable of doing so and in a way that is meaningful to the individual.
- Behaviour of children in school is the responsibility of everyone not just the class teacher.

Children should be frequently reminded of our expectations through class reflections as well as individual and group conversations.

Rewards

It is imperative that good, appropriate behaviour receives recognition, praise and encouragement from all staff. Through encouragement and praise we aim to make children responsible for their own behaviour and achievements.

In order to support on-going verbal and non-verbal praise we operate a number of reward systems.

School Procedures

Parents should be made aware if their child's behaviour is causing a problem.

- Copies of letters home should be kept in the child's files
- Any behavioral concerns will be discussed during Senior Leadership Meetings, to ensure all senior staff are aware of any issues.
- There will be regular staff meetings at which behavioural issues will be discussed and information about specific strategies shared.

The Rainbow

At All Souls we follow 'The rainbow system.' In each classroom there is a rainbow and a class set of children's names. Each day the children start off on the green band of the rainbow, their name can move up or down the rainbow according to the child's behaviour. A key to explain the colour bands is kept next to the rainbow and is as follows:

Red – Children's names are written into that week's newsletter Red badge given and recorded in book of Celebration.

Orange – special stamp. When they have collected 10 stamps they are sent to the Headteacher for a reward.

Yellow – sticker from the class teacher

Green – is the starting point each day, past actions have been addressed and are forgiven

Blue – Time out within the classroom setting (if the child is on Blue twice within a morning or afternoon session a blue card is sent home at the end of the day)

Indigo – Sent immediately to a member of the Senior Team (AHT or SENCO)

Violet – Sent immediately to the Head of School

Rewarding children's learning

Children are praised for their attitudes to learning and their achievements in their learning through the school's weekly commendation system. Each week a class teacher chooses two children who have displayed a great attitude to their learning and/or produced a fantastic piece of work. Occasionally (usually at the start of the year or during a themed week) the Head of School will identify a focus for commendation i.e children who have settled well into the start of a new school year. These children are then read out of the celebrations book during Celebrations Worship. Celebrations Worship takes place each Monday morning. Parents and Carers are invited to attend.

Rewarding good behaviour at lunchtime

Children who are following the school playground rules and are playing well together will be rewarded with a lunchtime raffle ticket. The tickets are collected in each class and there is a draw that takes place in the last week of each half term. Two children are drawn from each class and they will be invited to have an 'Afternoon Tea' with the Head of School. Names of raffle ticket winners will also be published in the school newsletter.

Sanctions

Our expectations of behaviour should be high and consistent but we accept that it is natural that where children are learning and testing the boundaries unacceptable behaviour may occur. At All Souls we address the unacceptable behaviour and not the child so that self esteem is not lowered or so they behave negatively to receive attention.

Encouragement and praise should prevent most unacceptable behaviour but if this fails low level incidents can be dealt with by non-verbal signs. If the unacceptable behaviour continues the following levels of sanctions should be followed:

1. A verbal reminder referring to the behaviour but not the child using language such as remember that..., please don't..., can you...
2. A warning: if you continue to I will have to move you to blue on the rainbow
3. A move to blue on the rainbow. The child or adult moves the child's name to blue, this must physical happen using the rainbow located in each classroom. The child then takes the 5-minute sandtimer and goes to the time out spot (inside or outside classroom). *The child needs to learn to be responsible for this, the aim is to reduce the attention been given to the child at this point.*
Following time out, the child moves their name back to Green.
4. If the negative behavior continues the child's name is moved back to blue, the time out sanction is repeated. At this stage the child is informed a blue card will be given to the parent. This MUST happen at the end of the day.
The incident is recorded by the classteacher on CPOMS
5. If the behaviour continues or the behavior is of a more serious nature the child moves to Indigo on the rainbow. At this point the child is sent to a member of the Senior Team (where possible this should not be the Head of School at this point). The child will be given time out to reflect on their behavior. This will then be discussed with the child and appropriate sanctions issued. This is recorded on CPOMS . At this stage, the parents are informed of their child's behaviour choices and actions through a letter written by the senior member of staff. The senior member of staff who dealt with the behavior hands the letter to the parent at the end of the day. If this is not possible the letter can be given by the class teacher.
6. If the behaviour continues or is exceptionally violent, sexual, racial or homophobic the child is sent straight to the Head of School and the parents are immediately informed and called into a meeting to discuss their child's behaviour. Appropriate sanctions are issued and the Head of School records the incident on CPOMS.

At any point you may involve the SENCO to talk the behaviour through with the child.

In cases of extreme behaviour it may be deemed necessary to suspend a pupil (see Suspension and Exclusion policy).

Home School Contract

Home and School are a working partnership with the child at the centre of the relationship.

Home and School should enjoy a relationship based on mutual support, trust and respect. Where appropriate a contract between home and school may be used to support improving a child's behaviour at school.

Actions for dealing with unacceptable behaviour in the playground

Fighting, swearing and intimidating behaviour are not acceptable in the playground. Children will need reminding of this. We have a clearly displayed set of playground rules that we expect all children to keep to. If children start to misbehave their attention should be drawn to the playground rule they are breaking and the following procedures applied:

1. A verbal reminder referring to the behaviour but not the child using language such as remember that..., please don't..., can you...
 2. A warning: 'If I have to ask you again you will go on time out'
 3. Time out in the playground (A sandtimer should be given to the child)
 4. If the behaviour continues the Senior Lunchtime supervisor is informed and the child's name and incident are recorded in the lunchtime book. The child is brought to a member of the Senior Team by the Senior Supervisor or a member of the Senior Team is called to the playground. The member of the Senior Team follows the behaviour procedures and makes the decision as to whether the parents are informed in writing. The member of the Senior Team records the incident on CPOMS.
 5. If the behavior continues or is exceptionally violent, sexual, racial or homophobic the child is sent straight to the Headteacher and the parents are immediately informed and called into a meeting to discuss their child's behaviour. Appropriate sanctions are issued and the Head of School records the incident on CPOMS.
- If children misbehave frequently at lunchtime, parents will be called into school to discuss their child's **behaviour**.

Monitoring Behaviour

Positive and negative behaviour at All Souls is monitored through Key Stage meetings by the Key Stage Leaders (Blue behaviour, commendation lists etc) and by the Senior Team through the monitoring of CPOMS logs, and through pupil voice.

CPOMS

Behaviour incidents of a more serious nature, and always if another child or the child making poor behaviour choices has been hurt, are recorded on CPOMS (see appropriate stages and by whom they are to be recorded by above) using the correct category (see Guide to using CPOMS). The Senior Team monitor CPOMS weekly, identifying and further actions or Early Help intervention that may be necessary.

Staff Meetings

There will be regular staff meetings whole school and key stage at which behavioural issues will be discussed and information about specific strategies shared.

The Village and Behaviour

At All Souls we recognise that children with autism may have greater difficulties with social understanding, social communication and inflexibility in coping with change which can lead to rigidities of behavior. This can lead to high levels of anxiety and stress and that when highly anxious, coping mechanisms can appear odd or even challenging to others.

An autistic child should never be sanctioned for the high anxiety they feel. The implementation of behavior management strategies must always be meaningful to autistic children and must show an understanding of the difficulties inherent in autism. The school will make reasonable adjustments to support children to engage in meaningful learning despite any setbacks that their autism may cause them.

We are also aware that an autistic child is capable of making bad choices or partaking in avoidant behaviours, just as are their neuro-typical peers. All Souls is aspirational for all our children and wants to equip all our children to live productive lives after school. It is therefore important that positive behaviours are supported and that children are supported to take responsibility for their behaviours when they are capable of doing so and in a way that is meaningful to the individual. Staff will need to discriminate between an autistic behavior that was caused, involuntarily, by the child's anxiety or social confusion, and those behaviours that are simply a child not wanting to do something.

Where appropriate, strategies, particularly positive strategies, will be consistent with school policy. However, individual needs will always take precedence.

The managing of behaviour both positive and unacceptable needs to be consistent and fair.

The behaviour of pupils at All Souls is the responsibility of everyone.