

St Andrew's CE VC Primary School

A church school that learns, grows and achieves together

Roots to grows, Wings to fly
'They will soar on wings like Eagles'
Isaiah 40:31

Behaviour Policy

Signed (Chair)	Name Anthony Parker	Date September 2024
Signed (Head)	Name Graham Pike	Date September 2024
Ratified by Governing Body on: 26th September 2024		Next Review September 2026

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

St Andrew's CE VC Primary School

BEHAVIOUR POLICY

St Andrew's is a place where children, parents and school staff support each other within a nurturing, inclusive Christian environment and where children are encouraged to become the best version of themselves and can flourish in a safe environment

Preface: Christian Ethos

2 Kings 18:3, "He did what was right in the eyes of the Lord, according to all that David his ancestor had done."

Throughout the period of Kings in Israel's history there were good kings and bad kings. The Bible goes to great lengths to point out which ones feared the Lord and ruled justly (good kings) and those who didn't and acted wickedly and unjustly (bad kings). Hezekiah is praised in the Bible for doing what was right just like king David (who while not perfect was a "man after God's own heart"). The good kings are remembered so we might seek to be like them, with the bad kings standing as a caution to us. This policy outlines acceptable and unacceptable behaviour, with rewards and sanctions given accordingly.

Vision and values

The vision and values at St. Andrew's CE VC Primary are rooted in Christian teaching which underpins the approaches we use to manage behaviour effectively.

Our values are truthfulness, friendship, respect, courage and forgiveness.

Aims:

Through the implementation of this policy we aim to:

- Foster a **positive, forgiving** and **compassionate** environment in which all children and adults can flourish and develop as individuals, where there is mutual respect for all
- Develop positive and purposeful relationships based on **forgiveness, friendship** and **truthfulness** between all members of our school community
- Encourage self-discipline, where children are encouraged to take responsibility for themselves and their choices, wherever possible, so that they can become independent, thoughtful and responsible adults
- Develop a caring attitude to each other, to value and listen and respect the views of other people
- Support children in making the right behaviour choices and to help them understand the consequences of their actions when the wrong choice has been made
- Develop children's responsibility towards others and themselves
- Ensure that there is clarity about the procedures and sanctions agreed by all community members on the rare occasions when inappropriate behaviour occurs
- Develop a well-disciplined atmosphere in the school where effective learning can occur
- Raise awareness of desired high standards of behaviour by celebrating and rewarding occasions when children have demonstrated our school values, good behaviours and conduct
- Ensure that all staff implement the policy fairly and consistently.

Inclusion:

In line with our SEND policy, as a school we understand that the SEMH (Social Emotional and Mental Health Needs) and behaviour needs of all pupils may not be able to be managed by the behaviour systems that the majority of children will be able to work in accordance with. The endeavours that we put in place to make reasonable adjustments for SEND children are considered carefully and in discussing with parents/carers (and external agencies). Some children may work on their own differentiated version of a behaviour systems but with the same goal of trying to ensure good behaviour and to flourish. This is communicated clearly with parents/ carers and all staff.

Promoting Positive Behaviour:

We believe that the best way to promote positive behaviour is through example, acknowledgement, praise and reward. At St. Andrew's CE VC Primary School, we encourage positive behaviour by:

- Always modelling calm, controlled and caring behaviour and our school values
- Showing the children that we have regard for them as individuals
- Teaching children what good conduct and positive behaviours looks like by setting and explaining clear consistent routines, rules and expectations
- Focusing our attention first on those children who are behaving well
- Highlighting children going 'above and beyond' and give them the formal recognition.
- Referring to the three simple rules when discussing behaviour or conduct
- Recognising good conduct publicly and correct inappropriate conduct privately.
- Responding consistently with the same recognition, language and sanctions.
- Promoting and encourage positivity and self- confidence
- Remaining calm and assertive when managing inappropriate behaviours.
- Teaching positive behaviours and school Christian values and vision through the school's ethos and curriculum.
- Treating all children and adults with respect
- Avoiding using negative, critical or sarcastic language

Routines:

In order that every child knows exactly the expectation for common activities, staff will:

- Set clear, consistent and explicit routines
- Teach the children a 3-step routine for all common activities e.g. lining up, getting ready to learn, walking to the hall etc.
- Insist that each routine is followed by every child, every time, defending the high standard so that it becomes a habit.

A teacher might decide on a target or focus for whole class improvement. Alternatively, a whole school target for improvement could be set by the Head teacher.

Our rules:

At St. Andrew's CE VC Primary School, we have rules that allow for a clear and consistent whole school approach. These three rules for every child are:

- **Be Ready**
- **Be Respectful**
- **Be Responsible**

1. Our three promises are short and memorable for everyone, and pupils can recite them.
2. The rules are consistently woven into behaviour interventions by all adults
3. Encourage pupil self- regulation
4. Provide a clarity of boundaries and expectations for all pupils

Rewards:

At St. Andrew's CE VC Primary School pupils are not rewarded for the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.

A simple 'thank you': All staff should look to thank children (with a reason if possible) for positive behaviours whenever possible as this highlights to all children what we are looking for.

House points

A house points system is in place involving 4 different houses. House points are totalled each week by children in Year 6 and announced during Celebration Worship. They are also displayed in the school hall. Termly totals are kept and, at the end of the year, a trophy is awarded to the house with the most points.

Any adult within the school can give House Points to pupils. Pupils are given house points if they have demonstrated:

- Excellent conduct or behaviour (ready, respectful and responsible)
- The school values.

Certificates:

Each week class teachers will nominate a pupil to receive a certificate for:

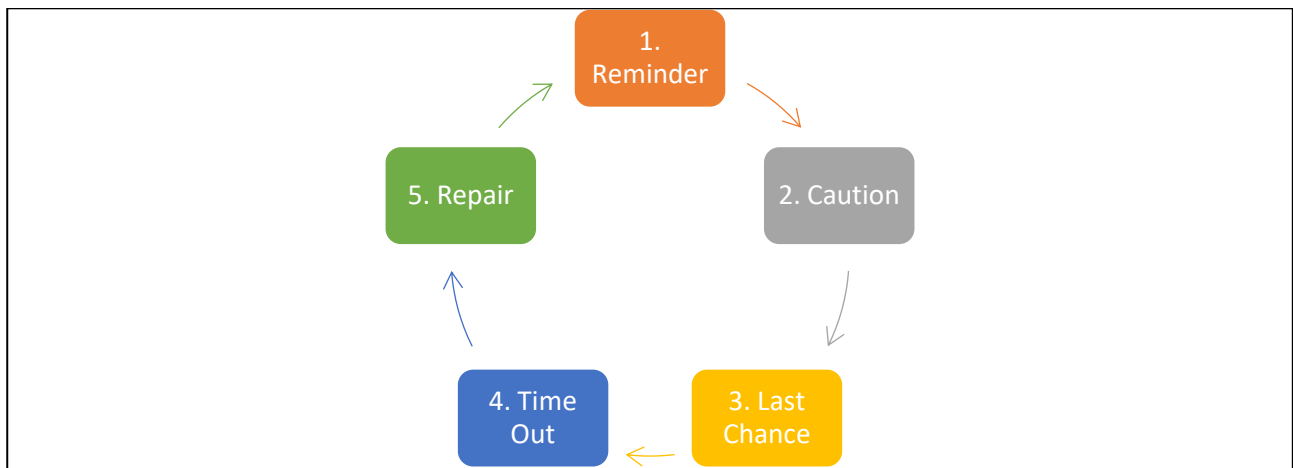
- Learner of the week
- Role model of the week

Each week the HT will nominate a pupil or pupils to receive a HT certificate and a values certificate.

Certificates may also be given for pupils displaying sporting values of respect, friendship and excellence.

Managing inappropriate conduct or behaviour:

- All staff should consistently follow the same steps when managing inappropriate conduct or behaviour. Adults will be calm yet assertive, considering body language and the words used carefully.
- Children with specific needs (which impacts on their conduct) will require separate, personalised steps which are agreed with the SENCO and/or the Head teacher
- Conversations correcting inappropriate conduct or behaviour are completed as privately as possible.



1. Reminders (as many or few as are appropriate) :

- a. Praise another child following the rule first.
- b. Link conduct back to school rules (You are not showing; I have noticed you are...; You have chosen...)
- c. Reminds child of when they demonstrated successful conduct.
- d. Doesn't require a long discussion.

2. Caution (only one given):

- a. Praise another child following the rule first.
- b. Assertive expectation '*I expect you to now..*'
- c. Presuppose success '*Thank you for now doing this*'.

3. Last Chance & end of lesson discussion reparation (only one given):

- a. Specify the conduct which needs to change.
- b. Refer back to school rule.
- c. Remind the child of when they were successful.
- d. **Tell the child that you will see them at the end of the lesson to discuss.**
- e. **Discuss with child what happened and how it could be avoided in future for 2 minutes at the end of the lesson.**

4. Time out (length flexible 5-15 minutes):

- a. Inform the child that they have chosen to keep breaking a school rule and that this has a consequence.
- b. Child sent to a partner class (with work) for the remainder of the lesson.

- c. Conversation at the next break discussing what happened and how it could be avoided next time.
 - d. This time out could involve withdrawal of some break or lunchtime privileges
- 5. Imposition (for when work has been missed). As appropriate:**
- a. Send copy of work to be completed home with the child together with a note explaining that these needs completing as learning time was missed as a result of poor conduct choices.
 - b. Do not send exercise or textbooks home but plain paper and copies.
- 6. What to do if a child refuses or their behaviour places themselves or others at immediate risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.**
- a. Remind the child that their choices are disrupting others and that they must now follow instructions.
 - b. Walk away and allow 30 seconds – 1 minute ‘take up time’.
 - c. Ask the child again to follow the instruction, telling them that refusal will result in the HT or another appropriate adult being called to help them make the right choice.
 - d. Send emergency card to office (don’t bring the child to the HT office). **Do this immediately if the child is placing themselves or others at immediate risk**
- 7. Repair conversation:**
- a. Takes place at an appropriate time when the child is calm.
 - b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
 - c. Focuses on reflection and restoring relationships (not blame or further punishment):

In addition, there may be occasions when an additional sanction will be applied in individual circumstances:

- ‘Time out’ to think about their behaviour choices and/or to calm down.
- Withdrawal of playtime(s) and / or privileges.
- Completing school service e.g helping at lunchtime.

A Restorative Solution Focused Approach: At St. Andrew’s CE VC Primary School, we use a restorative solution focus approach to behaviour, linked to our values of friendship and forgiveness. This approach helps the children reflect, take responsibility behaviour, repair friendship/relationship, make the right choices and/or a fresh start.

A Solution focused Conversation: When a child is in disagreement, has caused or become upset through behaviour choices we will ask them:

- What happened?
- What were you thinking / feeling?
- What do you think / feel now?
- What needs to happen to put this right?
- What will you do differently next time?

The same questions is asked of each child involved, initially individually, and then the wrong doer and the wronged will be supported to discuss these questions with each other to reach reparation. This is known as a **Solution focused Conversation**. This conversation could be with a teacher, TA or another adult within the school team.

Persistent poor conduct:

- If a member of staff has any concerns about a pupil who is repeatedly receiving cautions, warning and time outs, they should first and foremost speak to the class teacher. If the class teacher has any concerns, they should discuss with the HT or SENCO.
- Any pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.
- These concerns must then be shared with the parents of the child and the next steps discussed.
- For younger children (EYFS & KS1) this could involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a ‘daily monitoring report card’:

- This will be completed for every session showing good choices and poor choices.
- At the end of each day, the child will bring this to the Head teacher to discuss how their day has been. This will look to celebrate the positives as well as discussing poor choices.
- The report card is discussed with the child and the parent at the end of the week.

Severe Behaviour:

If a child engages in any of the following severe behaviours, the above stages (at learning time or break time) can be by-passed, and the staff member may immediately send for the Head teacher (or another teacher in their absence)

- Verbal abuse or swearing at pupils, staff or others
- Fighting
- Physical abuse to/attacks on staff or pupils
- Deliberately hurting another child
- Hate speech.
- Bullying (as defined in Anti-bullying policy)
- Actual or threatened extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.

Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear.

Very occasionally it may be necessary to use force either to control or restrain.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Teach Teach Approach:

Team Teach involves positive behaviour management strategies that develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which, therefore, can reduce the need for physical intervention. As a last resort, positive handling techniques might need to be used to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved. In order to help staff to maintain their focus on Team Teach values and principles and before positive handling techniques are used, practitioners should consider the following key questions:

- How is this intervention in the best interests of the individual? (Rather than the interests of the staff)
- Is it proportionate to the circumstances it is intended to prevent? (If we did not take this action is something worse likely to happen?)
- Is it necessary to do this now? (If we wait, might it get better or is it likely to get worse?)

Only practitioners who hold a current Level 1 certificate are to use the Team Teach techniques and approach: Staff currently trained (September 2024) to Level 1 are:

- Graham Pike (HT)

- Jackie West (SENCo)

Persistently dangerous or disruptive conduct:

Please refer to the school's Exclusion of pupil policy. The decision to exclude a pupil will be taken in the following circumstances:-

1. In response to a serious breach of the School's Behaviour Policy
2. If allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Exclusion, whether fixed term or permanent, is an extreme sanction and this must be on disciplinary grounds. It will only be administered by the Headteacher or, if the Head is absent, by the Designated Deputy Safeguarding lead in consultation with the Head. The Head teacher will consider their legal duty of care when sending a pupil home following an exclusion.

Therefore, if a child's behaviour causes consistent concern, then the school will automatically contact the parents/ carer to discuss the best way forward in managing the inappropriate behaviour within the school setting.

If a parent has any concerns about their child's behaviour, first and foremost they should contact the class teacher. In addition, the Headteacher or the SENCo lead are key staff who parents can contact should they have any concerns. As result of any decisions or plan, the school and parents/ carers may well seek the help and advice from one or more of the following agencies:

- Educational Psychologist
- Education Welfare Officer
- Paediatrician (via GP)
- Behaviour support

Should any parents have concerns regarding their or another child's behaviour we aim to respond directly within three days (please refer to the school's Complaints Policy).

Roles and responsibilities

Children are expected to:

- Be ready, respectful and safe in the classroom and beyond.
- Make positive behaviour choices.
- Strive to demonstrate the vision and values at their school.
- Look after themselves, each other, the school and the environment.

Staff are expected to:

- Be involved in the development and implementation of this behaviour policy and blueprint, ensuring it is applied consistently and fairly, taking into account the individual needs of the children.
- Provide a safe, inclusive and positive learning environment in which all children are enabled to flourish / have the courage to care.
- Act as a positive role model to children and colleagues.
- Communicate effectively any behaviour concerns with parents in a timely manner.
- Take responsibility for dealing with the behaviour of children in their care.

Parents are expected to:

- Build a positive partnership with the school.
- Support the school in implementing this policy, including any decision to apply a consequence when dealing with unacceptable behaviour where it is necessary to do so.
- Be aware of school systems for promoting positive behaviour.
- Encourage independence and self-regulation outside of school.
- Contact the class teacher should they have any concerns about their child's behaviour or the way they have been treated.

Parents are informed of their children's behaviour and/or achievements:

- During parent/ open evenings
- Through informal conversations via email, telephone or in person
- Through certificates which are sent home
- Through annual reports to parents

Recording and monitoring

Serious incidents are recorded on the school's monitoring system, **cpoms**. The Headteacher regularly monitors the frequency of serious incidents and reports these to governors where necessary, e.g. if bullying is involved.

Behaviour is a standing agenda item each week to be discussed at staff meetings.

Monitoring of this Policy

- The Head teacher monitors the effectiveness of this policy. They report annually to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvement.
- The Headteacher keeps a record of all exclusions. The Chair of Governors will be informed if any pupil is excluded.
- The Governing Body monitor the rate of exclusions to ensure the policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, in the light of new regulations or advice on how the policy might be improved.

APPENDIX ONE: Language Scripts.

Step	Application	Useful language
Reminder	<ul style="list-style-type: none"> No set number of reminders. Links back to the 3 school rules or the routine which isn't being followed. Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour. Delivered as privately as possible (don't make the poor behaviour the focus). Distraction can work well for refusal behaviours at this point. 	<p>"I'm very impressed by how well (another child) is doing with X. Thank you so much." "[NAME], are you okay...?" "I can see you are struggling with X, how can I help?" "Do you remember that one of our rules is X? Thank you for now doing Y." Walk away.</p>
Caution	<ul style="list-style-type: none"> Only 1 caution given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). Remind child of the rule or routine which is not being followed. Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed. Walk away so as not to get into a back and forth negotiation. 	<p>10 second 'drive by': 1. [NAME] you know X is one of our rules. Doing Y is breaking our rule because... 2. I expect you to ... 3. If you make this [positive] choice then [explain positive outcome], if you continue with Y then [explain consequence]. 4. I know you'll make the right choice. Walk away.</p>
Last Chance	<ul style="list-style-type: none"> Only 1 last chance given. Uses the 30 second scripted intervention (see language). Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). Finish by reminding the child of when they did succeed in following this rule – try to be specific. Walk away so as not to get into a back and forth negotiation. 	<p>30 second scripted intervention: 1. "[NAME], I notice that you are... [Specify unwanted behaviour]." 2. "It was the rule about being [Ready/ Respectful/ Safe] that you broke." 3. "If it continues then you have chosen to [explain sanction e.g. go to another class, talk to teacher at break, sit on bench for X mins]." 4. "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" 5. "That is who I need to see now [NAME]." 6. "I know you can succeed." 7. "We will talk about this at the end of the session." Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>

Time Out & Discussion.	<ul style="list-style-type: none"> Sent to another place in the class/ parallel classroom as appropriate for a specified time (X Minutes) – with work. If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time. 5+ minute discussion at the next break about what happened and how it can be avoided in future. 	<p>Deliver request to move calmly and assertively: 1. "[NAME] you have chosen to keep [name rule broken]." 2. "You now need to go to ... for ... minutes." 3. "We will discuss this at the end of the session." Remember to send work.</p>
Imposition	<ul style="list-style-type: none"> For when work needs completing that has been missed (and where appropriate): Send work home with the child (on paper not book). Make sure it's something that can be completed without adult help. Explain to the parent that it needs completing as it wasn't completed in school (either – ideally – in person, or a standard note) attached to the work. Ask that a parent sign it to say it's been completed. 	<p>1. "As you missed learning time earlier, I need you to catch up." 2. "Please complete this at home so you haven't missed anything."</p>
Repair	<ul style="list-style-type: none"> Most important part of the process: Can either be an informal chat at breaktime walking in the playground (walk and talk); or a more formal restorative meeting (more info to follow on these). 	<p>Repair – 5 questions: 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How? 6. How could we do things differently next time?</p>

When the child returns for the next session or from the time-out, they return to the 'reminder' stage (DON'T jump back to the 'Time Out' should the behaviours continue).

For dangerous or severe behaviour (which you don't feel can be handled at a class teacher level):

Calling for SLT	<ul style="list-style-type: none"> Dangerous & persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> Fighting 2nd Time out in the same session etc. Throwing furniture/ Breaking equipment Bullying Hate language Disruption which prevents the class from learning. Most children demonstrating these behaviours will have an individual behaviour plan so please follow this in the first instance. 	<p>Where a member of the SLT is called:</p> <ul style="list-style-type: none"> Ask SLT member to come to the class (avoid the 'walk of shame' to the HT office). Speak to the child with the SLT member present to show that you still have authority. Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.
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