



St Andrew's CE VC Primary School

A church school that learns, grows and achieves together

"Train up a child in the way he should go,
and when he is old he will not depart from it"
Proverbs 22:6

Behaviour Policy

Signed (Chair)	Name Simon Helyar	Date November 2022
Signed (Head)	Name Helen Green	Date November 2022
Ratified by Governing Body on		Next Review

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 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.

Aims

1. To create and maintain a caring and secure environment where there is mutual respect for all.
2. To develop self- discipline and the ability to work co-operatively and independently.
3. To foster a caring attitude for the school environment and equipment.
4. To help pupils distinguish from right and wrong, being able to accept responsibility for their own behaviour.
5. To help pupils understand the consequences of their actions, both individually and as a group.
6. To give children strategies to understand and control their behaviour.

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.

Expectations for children:

Inside

- Wait for your turn to talk
- Use your class discussion rules
- Show you're ready to learn
- Looking after our school
 - Keep floor clear
 - Tidy pens etc.
 - Keep learning books tidy
 - Put reading books away properly on shelves
 - Put coat on peg
 - Put lunch box in box

Outside

- Lining up:
 - on the whistle
 - silently
 - facing forward
 - hands to yourself
- Moving around the school
 - walking,
 - quietly
- Equipment
 - Use it properly
 - Tidy away after using
 - Look after it
- Put wellies on welly rack

Principles

1. Adults always model calm, controlled and caring behaviour.
2. The attention of the adults is focused first on those children who are behaving well.
3. Minimum standards are recognised through verbal praise. Behaviour that goes 'over and above' is highlighted and given formal recognition.
4. The school community works together to define what takes place consistently: recognition, expectations, and routines.
5. Expectations are made explicit through clear routines.
6. Three simple rules are referred to in every discussion about conduct: ready, respectful, safe.

Behaviour Blueprint

Our Behaviour Blueprint sets out clear and consistent approaches which are used at St. Andrew's. The blueprint can be found at the end of this policy and each section is explained in further detail through the policy.

Roles and responsibilities

Children

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

Parents

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

Staff

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, 'picking up their own tab'

Strategies

The Behaviour Blueprint has been developed collaboratively and is split into sections which are explained further below.

Positive approach

The blueprint is dependent upon praise and encouragement being used as key elements to ensure positive behaviour throughout the school. All staff are expected to use positive language with children and about children; they are encouraged to notice when children make positive behaviour choices at all times during the day, particularly those that go above and beyond that which is expected. Positive notes are sent home to families when this occurs several times.

Three rules

Children are reminded to Be Ready, Be Respectful and Be Safe throughout the school day. This is terminology that all members of staff use.

Expected behaviour & over and above

All classes have a recognition board in place which changes frequently depending on the needs of the class at the time. It is a tool to promote expected behaviours which all children should be displaying. The class is encouraged to work together to ensure all names are recognised within a given time frame.

For behaviours that are consistently over and above that which is expected, children's efforts are recognised. We avoid rewarding children for achieving the minimum standards – those which are expected. This might be through a mechanism of positive praise, including the sending home of positive notes.

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.

Visible consistencies

It is important for children to see and hear the same messages day after day. This includes staff taking a deliberately calm approach to managing behaviour. Staff will engage in a 'meet and greet' at their classroom door each morning to set the tone for the day ahead. All staff will encourage and praise fantastic walking. Children will be praised in public for going over and above expectations. They will be spoken to with a deliberate calm separately from the rest of the class if their behaviour falls short of expectations; the terminology of the 3 rules will be used.

Relentless routines

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

1. Teach the children a routine for all common activities e.g. lining up, getting ready to learn, walking to the hall etc.
2. Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.

Three areas of focus are highlighting on the behaviour blueprint.

Restorative conversations

Conversations about conduct should happen as privately as possible and only once a child is calm enough to engage. Conversations focus on reflection and restoring relationships and avoid blame or further punishment. They should follow a consistent pattern outlined on the behaviour blueprint.

Scripted interventions

The behaviour blueprint includes a micro-script which should be used when managing a child's behaviour. This is a set of carefully thought through words or questions which will help the member of staff know what to say when needed. Using scripted interventions should be predictable and enable a situation to be diffused quickly and effectively.

Stepped sanctions

These should always be used with a deliberate calm and the emphasis should be on diffusing a situation and teaching a child how to improve their behaviour.

Reasonable force

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 students 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 can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

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

Exclusions

In exceptional circumstances, the Headteacher may make the decision to exclude a pupil from the school. Exclusions are only ever used as a last resort. There is a separate policy for exclusions which will be used in this instance.

Recording and monitoring

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

In some cases where behaviour is being monitored closely, children have an individual behaviour book to enable the class teacher to quickly record unacceptable behaviour and the response to it.

Conclusion

This policy will be read in conjunction with the latest documentation provided by South Gloucestershire and Government recommendations. Rules will be reviewed annually; policy to be reviewed as needed.

Behaviour Blueprint Promoting, teaching and sustaining positive behaviour in school and beyond

The 3 golden rules	Expected & Over and Above	Visual Consistencies
1. Be ready 2. Be respectful 3. Be safe	1. Recognition board to teach and recognise expected behaviours 2. "Superstar Certificate" given to a good role model for the week.	1. Meet & greet 2. Model our values 3. Fantastic walking 4. PIP (praise in public) 5. RIP (reprimand in private)

Relentless Routines

Fantastic walking

Fantastic audience

Fantastic discussions

Restorative Questions	Scripted Intervention	Stepped Sanctions
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 and how? 6. What should we do to make things right? 7. If this happened again what would you do differently? Use five questions to address, repair and teach expected behaviours.	You are not showing... (our three rules) I have noticed you are... You have chosen to... Because of that you need to... (follow stepped sanctions) Can I speak to you please? Thank you for listening (at end of session)	1. Remind (3 Rules) 2. Caution (Outline behaviour and consequence to the child quietly – RIP) 3. Last chance (Scripted intervention) 4. Consequence 1 (Restorative conversation + repair task) 5. Consequence 2 (Time out eg 5 minutes off playtime/lunchtime break). 6. Child sent to Head teacher 7. Phone call home