

ST. CHAD'S C.E.(C) PRIMARY SCHOOL

BEHAVIOUR POLICY

'Building together with Jesus for a better future.'

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOLS COVID RISK ASSESSMENT AND CONTROL MEASURES

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the person of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)

Background:

St. Chad's Church of England Primary School is a happy community school that welcomes all children and offers a very high standard of education to all those children. As a Church of England Controlled School, Christian values are built strongly into our ethos, and we aim to develop in our pupils an understanding of our Christian values which serve to support our mission in being the 'good people' that Jesus taught us to be. Our school values are: - **respect, kindness, empathy, independence, commitment, belonging and honesty**. At St Chad's, we are concerned with the education of the whole child, and the development of all pupils' full potential, providing a broad and balanced curriculum, and a safe, disciplined environment where the children feel secure and valued as exemplified in our motto '**Building together, with Jesus, for a better future,**' which implies how our school community works together, recognising the relationship that we have with God.

At St Chad's Church of England Primary School, we recognise the importance of learning behaviour as an integral part of teaching and learning. We have studied the research surrounding effective behaviour in schools and in particular the research carried out by the Education Endowment Foundation 2019 'Improving Behaviour in schools'.

The Education Endowment Foundation research shows that effective behaviour focuses on three areas:

1. The first details strategies to prevent misbehaviour happening (PROACTIVE). A key theme from the recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. It is also good that many simple approaches that don't take much time or money to implement—like greeting pupils individually before a lesson—can have a really positive impact on behaviour.
2. The second focuses on how to deal with bad behaviour when it happens (REACTIVE). A key message is that schools should use personalised approaches—like daily report cards—to address 'problem pupils', rather than universal systems. It recommends that teachers are trained in specific strategies if they're dealing with pupils with high behaviour needs.
3. The third focuses on the importance of consistency and coherence when it comes to behaviour policies (IMPLEMENTATION). This means that once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they need to spend time and care embedding it across the entire school.

Additionally, the Department for Education's advice documents 'Behaviour and Discipline in Schools' (January 2016) and 'Mental Health and Behaviour in Schools' (November 2018) summarise the statutory

powers and duties for school staff and approaches they can adopt to manage behaviour in schools. They support schools in responding to additional needs and in promoting good mental wellbeing in children.

Behaviour and Discipline in Schools 2016

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehavior occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

Aims

At St Chad's C. E. Primary School, we aim to create an environment where exemplary behaviour is at the heart of great learning. Everyone in our school family is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy reflects our motto **Building together, with Jesus, for a better future** (which is based on the gospel principles of forgiveness, reconciliation, and a love of our world wide neighbours) and our Christian values; it aims to promote respectful behaviour and positive relationships between everyone in our school.

Our behaviour policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Ensure that all members of our school family are treated fairly, shown respect and develop positive relationships.
- Help children take control over their behaviour and be responsible for the consequences of it.
- Build a school family which values kindness to all; respect for others; belonging to our school community and God's family; thinking independently making good decisions; commitment in everything they do; honesty in all aspects of life; and empathy for the feelings of others.
- Promote community cohesion through positive relationships.
- Avoid giving children attention and importance for poor conduct.
- Ensure that excellent behaviour is a minimum expectation for all.

PROACTIVE STRATEGIES

These are deployed at classroom level to reduce the chance of misbehaviour occurring: our school-wide focus on these strategies' should reduce efforts expended reacting to poor behavior.

1. Know and understand our pupils and their influences
Research shows that staff knowing their pupils well can have a positive impact on classroom behavior. Communication between teachers, other staff and parents is essential and information should be sought and willingly shared. Understanding pupils better is more effective than relying on a default response. However, whilst every person's behaviour and their motivations for it are complex and unique, the age of pupils, or stage of development, can affect their behavior in ways that are predictable.
2. Teach learning behaviours alongside managing behaviour

Teachers have techniques in their repertoires to manage misbehaviour and low level disruption within the classroom. However, whilst it is impossible to eradicate all misbehaviour, it can be minimised and the general climate for learning can be improved through the 'explicit teaching of learning behaviours', reducing the need to constantly manage misbehaviour.

Learning Behaviours:

EMOTIONAL

Dealing with setbacks, self esteem, self worth, self competence, inner voice, mental well-being

SOCIAL

Pupil relationships with adults and children, collaborative learning

COGNITIVE

Motivation, growth mindset, working memory, communication

Example- Dealing with Setbacks:

- Increase engagement- encourage child to stick with a task instead of giving up, listening to concerns from child about being able to achieve, self motivation issues or setbacks they have experienced and how they dealt with them.
- Improve access- Ensure child has appropriately levelled work which will lead to the experience of success when they stick at it: praising children for achieving and highlighting that perseverance got them through it.
- Ensure participation- Set a classroom culture where pupils are proud to say when they have found a task difficult and are not afraid to get things wrong.

3. Using classroom management strategies

Effective classroom management can reduce challenging behaviour, pupil disengagement, aggression, leading to improved classroom climate, attendance and attainment.

Teachers implement universal classroom management strategies, although they do not work for all pupils all the time. Some children need a more tailored approach which may require reflection and adaptation. Staff should seek support from other staff in these circumstances.

Examples- Classroom environment and management strategies:

- Greet pupils every morning
- Talking/ Listening- everyone heard
- Problem solving- dealing with/ resolving issues together/ mutual problem solving/ cooperative group work
- Safe environment- have a go
- Feeling of being valued
- Participation/ Involvement
- Growth mindset- no limits!
- Praise and encouragement
- Celebrations/ incentives/stickers/ house points/ class rewards (see whole school rewards list)
- Positive comments in books/ verbal
- Relationship check-ins
- Class responsibilities
- Clear classroom routines
- Clear class rules/ clear limits- phrased positively
- Clear support of school values and motto
- Clear guide lines for disruptive behaviours- distraction/ non verbal cues/ positive verbal redirect/ re-engagement strategies
- Consequences- warning/ reminder of expected behaviours (See Sanctions)
- Have a 'clear-slate' strategy/ care for pupil
- Positive parent/ child/ school relationships

Supporting our children

In addition to the strategies detailed above, we promote good behaviour and a warm and respectful atmosphere in school in the following ways:

- Class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- School Council and Eco Council meetings to enable children to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;
- P4C and Circle times
- Whole school and class policies and procedures that promote Christian values and British values and the school's motto and ethos;
- Discussions, stories and role plays which promote and support our ethos as part of our whole school, and work in class;
- House Captains, Head Boy/Girl, Play Leaders provide positive role models for other children.

Whole school rewards- reinforcing positive behaviours

- The whole school community is expected to 'live' the school motto and school values.
- House points are awarded by all staff and the winning house each term receives a house prize.
- Positive affirmation of good behaviour, regularly praising and identifying children (in class) and around school
- Use of our texting service to inform parents of positive behaviour/ work
- On occasions a note may be sent home by the class teacher/ Teaching Assistant acknowledging work and effort
- 'Values' awards are presented weekly in Monday's assembly. These children are selected by the teacher. Special Values Awards are presented at the end of the academic year.
- Bookworms/ Pencil Awards are presented in assembly every Wednesday- chosen by the teacher
- Pupils are identified in a weekly Friday assembly to receive a 'Class Award', chosen by the teacher, celebrating any aspect of school life- including behaviours. A special award is presented at the end of the academic year
- Best weekly class attendance is awarded in Friday's assembly. The winning class is rewarded by their teacher eg. Extra playtime, golden time
- Attendance awards are presented each term for children with 100% attendance and special prizes are awarded at the end of the academic year
- Pupils are awarded house points for any aspect of school life eg. positive behaviour, values and/or good work
- Children may be sent to the head teacher or other members of staff to show their work or for excellent behaviour. The Headteacher presents wristbands
- Praise is given weekly in assembly for sporting, creative and additional achievements, including out of school achievements
- Additional awards are given at the end of the school year

REACTIVE PROCEDURES

When poor behavior is identified, sanctions are implemented consistently and fairly.

Sanctions

Behavioural issues will on the whole be managed by the class teacher. Positive behaviour is always encouraged, modelled and rewarded. In order to maintain good behaviour in school teachers will use some of the following sanctions;

Escalation procedures:

- A verbal reprimand -STEP 1
- Speak to the child about their behaviour (with reference to the school values).
- Move a child to another place in the classroom/ 'thinking chair'- STEP 2 on behaviour flow chart
- Take "time out" in another classroom/ lose breaktime- STEP 3
- Child may be taken to senior leader-STEP 4
- Staff may call for a senior leader to come to the classroom.

Sanctions:

- Cause a child to miss all or part of their play/lunchtime-STEP 3
- Extra work or repeating unsatisfactory work until it meets the required standard-STEP 3
- The setting of a written task as punishment eg letter of apology, explanation- STEP 3
- Complete a Behaviour Think Sheet- STEP 4 and STEP 5

Play/lunchtimes

- During playtime and lunchtime take "timeout" on a bench on the playground- STEP 3
- A member of teaching staff/ senior leader may be sent for STEP 4
- All inappropriate and unacceptable behaviour will be recorded in the class behaviour log-liaison must take place between all staff
- Good communication and information exchange must exist between teachers/ teaching assistants and lunchtime supervisors- all incidents must be discussed and reflected upon.

If class teachers continue to be concerned, parents will be invited into school to discuss the issues- STEP 4 and STEP 5. Parents will be informed of incidents at STEP 3

Incidents of a more serious nature (eg. violence towards staff or other children, continual name calling, intimidation or bullying, swearing, stealing and damaging property) will always be referred to the Headteacher, deputy headteacher or Senior Leader and some of the following procedures will be carried out:

- Parents will be informed either by telephone or letter, and will be invited to discuss the issues with the headteacher and class teacher, and hopefully resolve the situation.
- Complete a Behaviour Think Sheet- STEP 4 and STEP 5
- An Individual Behaviour Plan/ An individual Risk Assessment may be put in place to monitor the situation and to help improve behaviour. More informally- a behaviour improvement card or home school-book may be implemented.
- The headteacher will formally inform parents of the consequences should the situation not improve.
- The school may initiate the Special Needs Code of Practice which may involve the work of outside agencies including Behaviour Support and the Educational Welfare Officer.
- The Chair of Governors may be informed.
- The headteacher has the legal right and option to use a temporary fixed term exclusion.
- Should all of these avenues fail, the pupil may be permanently excluded, following Staffordshire County Council guidelines.

At St Chad's we do consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follow the schools' safeguarding policy. They consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school considers whether a multi-agency assessment is necessary.

Children with Behavioural, Mental Health or Emotional Difficulties

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the SENDCo, or an appropriate member of SLT, in order to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan (identifying the triggers for the child's behaviour along with potential resolutions), and an individual risk

assessment. In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem and/or mental health issues, they may be taken out of class for short sessions to work in 1:1 or group sessions with a TA or a professional from another agency. Pupils, who continuously struggle with challenging behaviour/ mental health or emotional difficulties, may be referred to outside agencies for assessment or for additional support. In this instance, parents of the pupil involved will be informed and may need to give consent for some agency involvement. Some children may require restrictive physical intervention to stop them harming themselves and others- see Restrictive Physical Intervention policy.

Lunchtimes

At lunchtimes the same standards of behaviour are expected. Children are supervised by lunchtime supervisors who are accountable, firstly to their line manager and ultimately to the headteacher. Supervisors carry the same authority as the teaching staff, and children are expected to respond accordingly. Where the behaviour of a child at lunchtime causes sufficient concern, the headteacher has the right to exclude the child for this period.

- In the case of minor incidents, lunchtime supervisors record minor incidents and inform the appropriate class teacher at the end of lunchtime. The children may be placed in 'time-out on the playground' and/ or asked to complete a Behaviour Think Sheet (Appendix). The teacher will then speak to the child(ren) concerned and deal with the incident following the school behaviour policy. They will then record the information in the class behaviour log.
- Lunchtime supervisors will inform the class teacher and headteacher or other senior leader of more serious or persistent cases of inappropriate behaviour. They may call for a member of staff.

Detentions

No out-of-school hours detention will be given.

Exclusion

The head teacher will decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Statutory guidance on exclusion is provided by the Department's guidance: *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, 2012.*

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

School is under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

Pupil conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises. "to such extent as is reasonable." (DFE 2016)

At St Chad's, a teacher may discipline a pupil for:-

-any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school or

-misbehaviour (including digital misbehaviour), at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

When dealing with pupil conduct outside school, staff will follow the rewards and sanctions in the school's behaviour policy. Where misbehavior is online, school also will refer to its E safety policies.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables our staff to confiscate a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It is for the teacher to decide when to return a confiscated item.

2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Educational Visits

The school encourages all children to participate in educational visits and recognises their value. However, the school reserves the right to prevent a child from attending such a visit where it is considered that the health and safety and ultimate welfare of the child, other children, or staff is put at risk.

Allegations of abuse against staff

Allegations of abuse will be taken seriously and schools will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Parents

Parents have a clear role in making sure their child is well behaved at school.

Parents are also under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Monitoring

Monitoring of behaviour informs the school and governors of the effectiveness of our policies. A pupil behaviour log is kept in each classroom and is used to record incidents of inappropriate behaviour. These are used to identify patterns in behaviour and highlight concerns over a longer period of time. More serious issues are brought to the headteacher. All discussions and meetings with parents are recorded on a 'Record of Discussion' form. Incidents of bullying and racism are reported termly to governors.

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BUILDING TOGETHER FOR A BETTER FUTURE



Commitment Honesty Independence Respect Empathy Belonging Kindness

Appendix 1

Behaviour Think Sheet

You have made choices that need you to 'stop and think' about.....

Name: _____ Date: _____

1) What was my behaviour?

2) What were the reasons for my behaviour?

3) How did my behaviour affect others?

4) How could I improve my behaviour?

5) Do I need to apologise to anyone? If so, who and why?



BUILDING TOGETHER FOR A BETTER FUTURE

Commitment Honesty Independence Respect Empathy Belonging



Kindness

Appendix 2

IMPROVING MY BEHAVIOUR

NAME _____

W/C _____

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------|--------|---------|-----------|----------|--------|
| 1 | | | | | |
| BREAK | | | | | |
| 2 | | | | | |
| LUNCH | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| Comments | | | | | |

KS2 -scores our of 5 for each session /5

KS1/EY- scores our of 5 or smiley faces



Agreed target:

Pupil _____

Date _____

Person with parental responsibility _____

Teacher/Teaching Assistant _____

How did it go?

Child's comments:

Comments from person with parental responsibility:

Comments from staff:



BUILDING TOGETHER FOR A BETTER FUTURE

Commitment Honesty Independence Respect Empathy Belonging Kindness

Appendix 3 Behaviour Flow Chart

Disruptive Classroom or Playground Behaviour - Head Teacher

(Serious and Repeated Incidents, including: physical harm, bullying, offensive and abusive language)

In rare instances, when a child has been extremely disruptive or abusive or there has been a serious incident, the child will be removed from the situation and the Head Teacher, or Deputy Head Teacher in their absence, will fully investigate the situation. All evidence will be collected and considered and appropriate action will be followed in line with the school's policies and practice. In very rare circumstances, this may involve a fixed-term or permanent exclusion. A formal record of the behaviour will always be recorded and **parents will be asked to attend school for a meeting**. An individual behaviour plan/ risk assessment will be drawn up. **STEP 5**

Disruptive Classroom Behaviour

Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour

When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from class, sent to the appropriate Senior Leader and the reasons for behaviour will be discussed. A Senior Leader may be called to the classroom if the child will not move. The child will complete a **Behaviour Think Sheet**. An entry will be made in the Behaviour Log and **parents will be asked to come to school to discuss the matter**. An individual behaviour plan/ risk assessment/ behaviour improvement card/ home-school book will be implemented.

STEP 4

Disruptive Playground Behaviour

Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour.

When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from playground and sent to the appropriate Senior Leader and the reasons for behaviour will be discussed. A Senior Leader may be called to the playground.. The child will complete a **Behaviour Think Sheet**. An entry will be made in the Behaviour Log and **parents will be asked to come to school to discuss the matter**. An individual behaviour plan/ risk assessment/ behaviour improvement card/ home-school book will be implemented **STEP 4**

Disruptive Classroom Behaviour

Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions, not completing enough work or not to an appropriate standard.

If the behaviour does not improve, then a child will be issued with the appropriate sanction=**(move to another classroom) and miss some/all of play/ lunchtime** .They will be asked to complete a **Behaviour Think Sheet** during their missed play/lunchtime.

An entry will be made in the Behaviour Log and **parents will be informed**. **STEP 3**

Disruptive Playground Behaviour

Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games

If the behaviour does not improve, then a child will be issued with a **5-10 minute time out** for reflection- on the picnic bench.

The midday supervisor will inform the class teacher and details will be entered in the Behaviour Log. **Parents will be informed**.

STEP 3

Disruptive Classroom Behaviour

Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions, not completing enough work or not to an appropriate standard. If the behaviour is repeated, then the child will be issued with the appropriate sanction=**move seats (thinking chair)** **STEP 2**

Disruptive Playground Behaviour

Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games

If the behaviour is repeated, a **reminder** is given.

STEP 2

Disruptive Classroom Behaviour

Examples include: calling out, answering back, swinging on chairs, not following instructions
Children are told clearly that they are breaking a school rule and are given **reminded of the behaviour** we expect to see. **STEP 1**

Disruptive Playground Behaviour

Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games
Children are told clearly that they are breaking a school rule and are **reminded of the behaviour** we expect to see **STEP 1**.