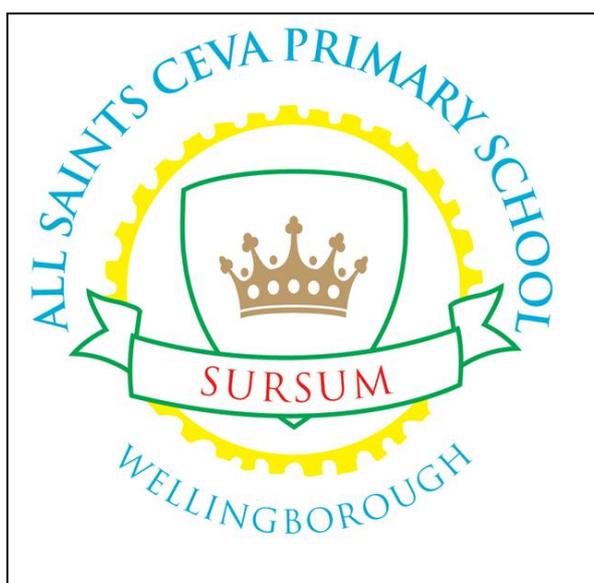


ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT

POLICY
For
BEHAVIOUR

With Jesus as our guide we will inspire a passion for learning,
high aspirations and respect for all



IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of updated training.

REFERENCES/LINKS/CONSULTATION

Reference to the Restrictive Intervention Policy.

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

UN Convention on the Rights of the Child: Article 19:

'You have the right to be protected from being hurt and mistreated, in body or mind'

Aims

- To create a safe, calm and happy environment for pupils and staff at school
- To foster positive and caring attitudes amongst members of our school community
- To value all achievements
- To enable all our pupils to achieve their potential as learners
- To encourage pupils to accept responsibility for their behaviour
To embed the values of modern day Britain in a Christian setting
- To help pupils to develop a sense of right and wrong
- To make boundaries of acceptable behaviour clear to everybody
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

All Saints "Golden Five"

The staff and pupils have determined that if we all follow the **Golden Five** then our behaviour will ensure our aims are achieved.

- ♥ We are kind
- ♥ We listen
- ♥ We work hard and do our best
- ♥ We are respectful of ourselves, others and property
- ♥ We are honest

All school staff, pupils and parents are clear about the behaviour we expect of pupils in school.

Our school rules are displayed throughout the school to remind us.

Pupils work with their class teacher at the beginning of the school year to establish a class charter that is then displayed in classrooms.

Encouraging good behaviour

At All Saints CEVA Primary School we encourage good behaviour in the following ways. This list is not exhaustive and is updated regularly to ensure that the best solutions are found to promote good behaviour:

- Having clear shared expectations of good behaviour
- Giving children opportunities to feel success and share their achievements during class, in celebration assembly, at Head Teacher's Tea or by having work placed within the Hall of Fame Book
- Teaching children about their rights and responsibilities
- Encouraging pupils to take responsibility for their behaviour
- Promoting mutual respect through PSHE & assemblies
- Providing counselling with a member of staff, if required, including the Pastoral Mentor
- Building a partnership with parents or carers.

Giving praise is done thoughtfully so as to be effective.

We:

- Smile & look for opportunities to praise pupils
- Send pupils to show other adults or pupils their achievements and let them hear us talking positively about them to others;
- Make praise descriptive rather than bland
- Relate the praise to the learning objectives, success criteria or to a pupil's individual learning targets when praising work.
- When praising behaviour relate the praise to school or classroom rules or the pupil's own behaviour targets.

Managing inappropriate behaviour

Pupils can often behave badly because they are upset, which feels lonely.

Acknowledging a pupil's feelings breaks through the loneliness and makes the pupil feel cared for and less likely to seek attention inappropriately.

We:

- Always remain calm and objective
- Anticipate behaviour and try to prevent it from occurring
- Use rights respecting language to encourage children to think about their responsibility and the rights of others
- Make the distinction between the behaviour and the pupil. Say 'that was a silly thing to do' rather than 'you are silly'.
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience
- Communicate empathy by reflecting their viewpoint back so as to defuse the situation
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change

- Avoid nagging and lecturing as it feeds pupils who are hungry for adult attention
- Apologise when we make mistakes

Initial start to school

Challenging behaviour at this age is usually to do with distress, not understanding routines and lack of experience of a school setting.

The following strategies are therefore based on being positive and supportive and ensuring safety.

We:

- Offer appropriate activities to match the needs of pupils & providing a choice of experiences.
- Ensure there is space and time to calm down & a space to sit for time-out
- Form positive relationships with parents and carers
- When appropriate, involve other members of the school staff or outside agencies such as Sure Start, Children and Adolescents Mental Health Service and the Educational Psychology Service.

EYFS/KS 1

Strategies are as positive as possible remembering that these children are unused to having to be responsible in a large group.

We:

- Use positive praise reinforcement and role-modelling
- Discuss pupils' behaviour with them and encourage them to apologise to others who have been hurt or upset
- Move pupils away from other members of the class if they are not concentrating or they are disturbing others
- Apply sanctions fairly and consistently
- Speak to parents about their child's behaviour.

KS 2

As the pupils get older expectations of them taking responsibility for their behaviour and understanding the consequences increase. Our expectations of the oldest pupils in the school are very high. If there are pupils who have consistently found it difficult to manage their behaviour it is important that information is passed on regarding triggers, successful strategies and past involvement of parents or outside agencies.

In addition to the strategies above;

We:

- Talk quietly to the pupil and reinforce expectations of behaviour and the consequences of behaving badly
- Are aware and sensitive, anticipating difficulties and dealing with them before they escalate
- Use successful strategies from previous years as appropriate
- Discuss pupils' behaviour with them and place the emphasis on pupils taking an active role in finding solutions and changing behaviour.

Rewards

Following our **Golden Five** ensures that all of our community feels safe, valued and ready to learn. Rewarding children for demonstrating excellent behaviour comes in many forms and this list is not exhaustive.

We:

- Give praise both verbally and through marking in books
- Give stickers, both at a class level and from senior leaders
- Award House points to contribute to the collective total, but also earning Merit Stars for individuals on the collection of 100, 200, 300, 500, 700 points
- Value children who produce outstanding work. They will show the Head or Deputy Head Teacher and have their work entered into the Hall of Fame Book.
- Award certificates as part of our weekly Celebration Assembly, which also earns an invitation to Head Teacher's Tea the following week
- Send letters home to individuals who demonstrate our rules in school

Consequences for Behaviour that breaks the Golden Five

At school there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition.

It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably.

Whilst dealing with unacceptable behaviour we will ensure that **adults remain calm and do not shout.**

Our order of sanctions is as follows.

- **Step 1.**
Issue children with a warning to remind them of the behaviour that is expected - this may be through a gesture, verbal comment or even just a touch on the shoulder

- **Step 2.**
Child's name is put on the board and the unacceptable behaviour that you wish to stop is mentioned ("You must not interrupt the class during lesson time")
- **Step 3.**
A Time Out is issued - child will be asked to go to a buddy class for a fixed time (one minute for each year of their age)
- **Step 4.**
Time is deducted from break or lunchtime. Phase leaders are informed.
- **Step 5.**
The Head or Deputy Head Teacher are informed and will discuss the behaviour with the child. Parents will be notified and a discussion will be held to ensure support is in place to address the problem behaviour. This could include internal exclusion.

At **Step 4** a time out slip needs to be completed by the member of staff and given to the child to take to the Pipe Room with them. This is then given to the member of staff who is overseeing the Pipe Room and provides the detail so that the correct amount of time can be given and a conversation can be had regarding the issues the child has had.

Minor incidents will work through the steps, with repeated offences missing steps as appropriate. Minor disruption is behaviour that makes teaching and class management difficult e.g. pupils chatting, calling out or not listening.

Serious incidents will by-pass earlier steps as deemed appropriate by the Head Teacher. Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class e.g. pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, make loud noises, swearing, physical attacks, rudeness to adults.

Lunchtime Behaviour

In the playground (lunch and break)

- **Step 1.**
Pupils are provided with a range of activities and are encouraged to play together
- **Step 2.**
Pupils who are not behaving appropriately will be given a verbal warning
- **Step 3.**
Minor incidents of inappropriate behaviour are dealt with by giving pupils time-out in the pipe room for the period of time related to the child's age e.g. a 5 year old will have 5 minutes. This will be recorded in the yellow folder which is checked weekly by the Pastoral Mentor who will inform class teachers

- **Step 4.**

If disruptive behaviour from a child persists the Lunchtime Supervisors, the class teacher and SLT agree a strategy to modify the behaviour in consultation with the child's parents. This may take the form of a contract, a record chart or work with the Pastoral Mentor through the provision known as the "Hive". This acts as a nurture type facility during the lunch time and aims to promote positive behaviours.

- **Step 5.**

If school-based strategies fail to have a lasting impact, outside agencies are called in to support and/or parents will be asked to take the child home for lunch.

Restrictive Intervention

Occasionally, if they are physically endangering themselves or others, pupils will need to be restrained (see policy on Restrictive Intervention). If this occurs pupils are removed to another room or other pupils are removed from the area. Many members of staff including the whole Senior Leadership Team are trained to use recognised Teamteach methods a list of whom is found in the SBM office.

It should be noted that all staff members including those who have not been Team teach trained can use appropriate and proportionate force if a child is a danger to themselves or others.

Exclusion

In extreme cases where the school cannot guarantee the safety of a pupil, their peers or adults as a result of that pupil's behaviour the school will take the following steps to exclude the pupil:

1. School-based behaviour modification strategies and sanctions
2. Support from outside agencies
3. Internal exclusion where a child works outside of the classroom and goes home for lunch
4. Fixed term exclusion
5. Permanent exclusion.

Roles and responsibilities

Pupils are responsible for:

- Working hard and allowing others to do the same
- Treating others with respect
- Taking responsibility for their behaviour
- Following the instructions of school staff

- Taking care of the school environment
- Sorting out problems by talking them through.

Parents are responsible for:

- Letting the school know of any special circumstances that may affect their child's behaviour
- Supporting the school's expectations of behaviour
- Coming to see the class teacher, phase leader or head teacher if they are concerned about their child
- Fostering a good relationship with the school.

School staff members are responsible for:

- Creating a safe and stimulating school environment and providing a curriculum that enables all pupils to achieve their potential as learners
- Providing clear rules and routines for pupils
- Treating all pupils with respect; and modelling appropriate behaviour to pupils
- Acting decisively and consistently when dealing with good or inappropriate behaviour
- Remaining calm when dealing with inappropriate behaviour
- Forming positive relationships with parents, informing them of expectations of behaviour.
- Maintaining records of both positive and negative behaviours in the pastoral file.

The Senior Leadership Team is responsible for:

- Ensuring that all members of the school community - pupils, staff, parents and visitors - are made aware of the school's behaviour policy
- Ensuring the Behaviour Management policy is implemented by all staff
- Insisting that all staff are consistent in their approach to behaviour management.

The Governing Body is responsible for:

- Familiarising themselves with the school's behaviour management ethos
- Ensuring the school has an up-to-date Behaviour Management Policy
- Permanent exclusions.

Emma Johnson

Head Teacher

June 2017.

Policy to be reviewed every year.