

School Behaviour Policy



St. Andrew's

Church of England Primary School

ENRICHING LIVES

Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future."

..... JRR Tolkien

Date Approved: 10/12/2024

Review by: 31/12/2027

1. Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and with respect. As a Church of England Primary School, we are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels listened to, valued, happy, safe and secure.

1.2 The school promotes a Charter (a set of whole school rules), but the primary aim of the behaviour policy is not to establish a system to enforce rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy encourages children to have a positive attitude to their learning and supports the school community in allowing everyone to work together in an effective and considerate way.

1.3 In addition to the School Charter (see Appendix A) , as part of our British Values Curriculum, at the beginning of each academic year, Key Stage One and Two classes add two of their own statements to personalise this.

1.4 The fundamental aims of this policy to allow children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school, and the wider, community.

1.5 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

1.6 The school expects every member of the school community to behave in a considerate way towards others and recognises that all individuals have clear responsibilities. Where it is apparent that an individual has been acting contrary to this, the school will respond in accordance with agreed procedures.

2. EYFS

2.1 In EYFS, behaviour is an element of a child's personal, social and emotional development and part of our curriculum, indeed it is one of the key foundations to successful future learning. As with the rest of the school, positive relationships and mutual respect form the basis of our behaviour expectations. In EYFS classes, at the beginning of each academic year, a class charter will be composed with pupils this will encompass the School Charter values in an appropriate age-related manner.

2.2 To support children, staff will praise children modelling good behaviour. Rewards such as stickers, 'Star of the day' and house points in Reception, may also be used. Where a child finds following behaviour expectations more difficult, the child will be spoken to and expectations reiterated. If a child repeats the unacceptable behaviour, he or she may spend a short amount of time with an adult and if necessary (such as for safety) away from their peers. For children who find behaviour expectations a particular challenge, parents and carers will be communicated with to establish a way of successfully working in partnership to support the child. In cases of physical or repeated poor behaviour, incidents will also be recorded and staff will liaise with the Additional Needs Leader and Assistant Head as detailed below.

3. Rewards

3.1 At St Andrew's, we believe that a positive ethos and environment leads to a positive atmosphere and better behaviour.

3.2 We define good behaviour as:

- Following our school/class behaviour charter
- Acting in a manner which reflects our Christian Values of:
 - Generosity
 - Compassion
 - Courage
 - Forgiveness
 - Friendship
 - Respect and Humility
 - Thankfulness
 - Trust
 - Perseverance and Hope
 - Justice and Rights
 - Service and Responsibility
 - Truthfulness

3.3 We focus on encouraging and promoting good behaviour through the use of praise and reward. Our strategies include:

- verbal and non-verbal praise
- house points to children either for consistent good work or behaviour, to acknowledge outstanding effort or acts of kindness in school, for being a good friend, for showing resilience or for being problem solvers;

- staff will award stickers for specific achievements such as showing an improvement in an area of work, effort etc.
- stars of the day
- contact parents (via planner) to inform of them of an achievement/act of kindness etc.
- share achievements with key stage leaders, subject leaders and senior leaders.

3.4 Children individually receive house points from the staff. These are accumulated over the weeks and at the end of the autumn, spring and summer terms, the children are awarded house point certificate in a Celebration Collective Worship.

3.5 Each child in the school is allocated to one of four house bases. On a weekly basis, all house points are totalled together to give a 'house total' during 'Cheery Tuesday' Collective Worship. At the end of each academic term, a trophy will be presented to the winning house and the house captain will choose a reward (e.g. house non-uniform day, additional recreation time etc).

3.6 The Seven Knight's Awards is our scheme to recognise personal achievement and contributions made by individual children across school life and in the community. Our initiative is embedded within the school's Christian values and has been supported and sponsored by various community groups and organisations.

3.7 The awards are given for:

- effort and achievement in maths
- effort and achievement in writing
- effort and achievement in reading
- care for the environment
- public speaking
- kindness, courtesy and respect for others
- personal health and well-being (participation in out of school activities/representing the school)

4 Promoting good behaviour in KS1 and KS2

4.1 The school employs a number of strategies to enforce agreed codes of conduct and to ensure a safe and positive learning environment.

4.2 We employ these appropriately to each individual situation and have a graduated response. The implementation of these responds in a hierarchical manner and progression is

according to the seriousness or repeated nature of the behaviour. At every stage, children will be reminded of positive expectations of behaviour and the school rules.

4.3 When behaviour is considered inappropriate:

- Children initially will be given a verbal reminder of expectations.
- A second warning necessitates the removal of 5 minutes of recreation time (during lunch break) which will be spent with an adult discussing the behaviour and strategies to make positive choices in the future.
- A third warning will necessitate the loss of a further five minutes of recreation time (during lunch break) which will be spent with an adult discussing the behaviour and strategies to make positive choices in the future.

4.4 For any repetition, the child will be taken to the appropriate member of the SLT/MLT. The Classteacher will contact a parent at the end of the day and in addition, the incident will be recorded and any follow up actions will also be recorded.

4.5 Under normal circumstances, we would not expect a child to have a total loss of more than two periods of 10 minutes lunch time recreation time any one week. Continued lack of improvement will lead to the Classteacher meeting with the key stage leader to discuss strategies that could be used to support the child. Parents may also be invited in at this stage to discuss how to work together to best support the child.

4.6 If there continues to be no improvement, the Assistant Headteacher, along with the Additional Needs Leader, may arrange a meeting with the parents/carers. At this meeting, targets for improvement will be set and a reward system agreed. The child, with the agreement of the parents, may be put on the Additional Needs Register and a 'Behaviour School Support Plan' will be established along with a personal risk assessment (if needed). Regular reviews of progress will be arranged at which the child, parent, Classteacher and Additional Needs Leader will be present.

4.7 During the break times or lunch times, this agreed policy will be also applied uniformly by staff on duty. Any necessary action will be reported to the Classteacher at the end of the session and recorded where appropriate.

4.8 All incidents are reviewed by the 'Welfare Team' each week to monitor and agreed courses of action where needed.

4.7 A continued lack of progress over the subsequent term may lead to advice being sought from an outside agency Outside Agencies and a Pastoral Support plan will be produced. The Headteacher will intervene and support at any stage needed.

5. Severe Behaviour

5.1 Any act of physical abuse, verbal abuse and malicious damage, when proven through investigation, will automatically be treated as the most serious of incidents. Parents will be contacted, and the incident will be recorded . An appropriate consequence will be put in place.

5.2 The school does not tolerate any act of bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Further information can be viewed in the school's Anti-bullying Policy. A full record is kept of any allegation investigated by the Classteacher .

6 Positive Handling

6.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the 'Use of reasonable force' published in July 2013. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. This is outlined in more detail in the school's Positive Handling Policy.

6.2 The actions that we take are in line with government guidelines on the restraint of children and will be reported immediately to a member of MLT/SLT and fully recorded .

7 The Role of the Classteacher

7.1 It is the initial responsibility of the Classteacher to ensure that the school expectations are followed in their class, and that their class behaves in a responsible manner during both lesson time and the whole school day.

7.2 The Classteachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

7.3 The Classteacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.

7.4 If a child misbehaves repeatedly in class, the Classteacher keeps a record of all such incidents. In the first instance, the Classteacher deals with incidents him/herself in the normal

manner following the steps outlined in section 3 of this policy. However, if the behaviour continues, the Classteacher will seek help and advice from a member of the MLT/SLT.

7.41 If a teacher feels that a child has not produced work in a lesson which reflects their ability, the teacher may ask the child to complete additional work for no more than 10 minutes during lunch break. As stated in section 3.1 of this policy, under normal circumstances, we would not expect a child to miss more than two periods of 10 minutes lunch time recreation time any one week. Continued lack of improvement will lead to the Classteacher meeting with the key stage leader to discuss strategies that could be used to support the child. Parents may also be invited in at this stage to discuss how to work together to best support the child.

7.5 In the event that a child misses three or more periods of lunch time recreation then the Classteacher will contact parents/carers as needed to discuss behavioural issues that occur and any possible reasons for these. Information should be sought about any factors that may be affecting the child's behaviour.

7.6 The Classteacher, supported by the Additional Needs Leader, will liaise with external agencies (Outside Agencies), as necessary, to support and guide the progress of each child where needed.

7.7 The Classteacher will record behaviour incidents .

8. The Role of the Additional Needs Leader

8.1 The Additional Needs Leader offers support where there has been identified difficulties. This could include behaviour caused by bereavement, domestic violence or a significant change in family circumstances.

8.2 Towards the end of the academic year, the Additional Needs Leader works with the Assistant Headteacher to liaise between the current and future classteachers so new class teachers are aware of any individual children's needs and of any support or strategies that are currently in place or have been in the past.

8.3 The Additional Needs Leader will liaise with outside agencies including Behaviour Outreach Support Service (BOSS) as appropriate for further advice and support.

9. The Role of the Assistant Headteacher

9.1 The Assistant Headteacher (responsible for pupil welfare) supports the class teachers and key stage leaders in implementing the behavior policy.

9.2 They offer support where there are repeated behaviour incidents, or where there is an escalation of need.

9.3 Towards the end of the academic year, they will liaise between the current and future class teachers so new class teachers are aware of any individual children's needs and of any support or strategies that are currently in place or have been in the past.

9.4 They will review behaviour incidents logged and all reported serious incidents of misbehaviour. They review these forms on a weekly basis with the Headteacher & Additional Needs Leader to agree courses of action where appropriate.

10. The Role of the Headteacher

10.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

10.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

10.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

11. The Role of Parents

11.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

11.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

11.3 If the school has to use the sanctions set out in this behaviour policy, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Classteacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the matter may be raised with a member of the Governing Body who will inform the Chair of Governors. Ultimately, a formal grievance or appeal process can be implemented.

12. The Role of Governors

12.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Governing Body also has the responsibility to review fixed term and permanent exclusions (see section 7 for further information).

12.2 The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy, but Governors may give advice to the Headteacher about general disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

13. Fixed-Term and Permanent Exclusions

Please see separate policy

14. Recording and Monitoring

14.1 The Assistant Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy by providing a summary of the number of incidents and category of incidents recorded to the Curriculum and Standards Committee.

14.2 The school records incidents of misbehaviour. The Classteacher records any incident where a child has 2 x 10 minutes of recreation time, whether for a serious incident or repeated incidents. In addition, they will record any other classroom behaviour they deem appropriate.

14.3 The SLT/MLT records those incidents where a child is sent to them on account of behaviour. In addition, records are made, by the senior midday supervisor, of any incidents that occur at break or lunchtimes.

14.4 Records will be reviewed weekly by the Headteacher, Assistant Headteacher and Additional Needs Leader Lead with the purpose of looking at patterns of behaviour and determining whether any additional support is necessary.

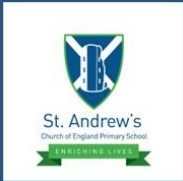
14.5 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

14.6 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

15 Review

15.1 The Governing Body reviews this policy in line with the agreed policy review schedule. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

15.2 A summary of behaviour records is presented to the Governors on an annual basis as part of the Safeguarding Review.



School Behaviour Charter



We encourage and expect all members of our school family to:

- ◇ Be **compassionate** and take **responsibility** in the **service** of all members of the school community.
- ◇ Be **courageous** and **persevere** when we find things challenging.
- ◇ Be a good **friend** by always including others and making them feel valued.
- ◇ Promote a **just** school community and be **respectful** towards the **rights** and property of others.
- ◇ Be **truthful** and a **trustworthy** member of our school community.
- ◇ Be **generous** and **forgiving** to those around us.
- ◇ Be **thankful** for all we have.