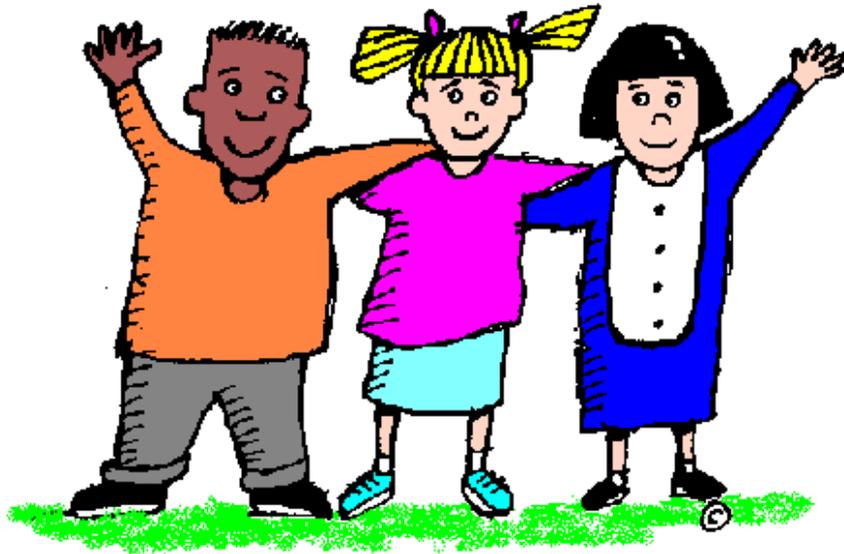


St Andrew's CEVC Primary School, Great Yeldham

# Behaviour Policy



Written September 2012  
Reviewed September 2017

## RATIONALE

The staff at St Andrew's Primary School are committed to establishing and maintaining high standards and creating a positive, calm environment where all members of the school community can feel happy, safe, secure and valued.

Our policy is based on the following rights

- The right to learn
- The right to teach
- The right to be respected
- The right to feel safe and confident

Our approach to Behaviour Management is clearly governed by the Christian Values that we promote and teach in our school. They are enthusiasm, creativity, determination, confidence, compassion and community.

## AIMS

We aim to help children:

- Build upon positive social skills, and develop the Core Christian values of compassion, honesty, enthusiasm, creativity, determination and confidence.
- Develop self-control and self-discipline
- Recognise and display behaviour that is acceptable and appropriate in a variety of situations
- Be responsible for their own actions and consider the implications and consequences of their actions on others
- Establish standards of behaviour that reflect high expectations and a strong Christian ethos of mutual respect, care, tolerance and an appreciation of our differences
- Respect themselves, others, property and their environment
- Feel safe, secure and happy with a calm, caring and purposeful atmosphere for learning
- Take pride in their work and enjoy their own success and that of others

## EXPECTATIONS

At St Andrew's CofE Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Work together to provide an environment where everyone feels happy, safe, secure and valued
- Reward positive behaviour and work hard to modify unacceptable behaviour by giving children the necessary skills to improve
- Ensure that all children are aware of the school expectations and reinforce these through worships and in class time
- Keep a record of serious behaviour incidents, which is monitored and reported to the governing body each term
- Have an agreed protocol for investigating incidents of inappropriate behaviour, so that we can establish what has happened fairly and how we will deal with it.
- Promote regularly to the school community our high expectations of behaviour and conduct in and out of school, and commend pupils demonstrating our Christian values.
- Deal promptly and effectively with bullying, racism and other forms of unacceptable behaviour

## ROLES & RESPONSIBILITIES OF STAFF & GOVERNORS

### The Role of the Governing Body

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The Governing Body must:

- make, and from time to time review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Head Teacher and give him or her related guidance if the Governing Body wants the school's behaviour policy to include particular measures or address particular issues

Before making their statement of principles, the Governing Body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The Governing Body must provide clear advice and guidance to the Head Teacher on which he/she can base the school behaviour policy. The Governing Body will notify the Head Teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

In providing guidance to the Head Teacher, the Governing Body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

#### The Role of the Head Teacher

It is the role 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 the children in the school.

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. The Headteacher has access to records of all reported incidents of misbehaviour on SIMS.

The Headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the School Governors have been notified.

The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

#### The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and throughout the school day. The class teachers 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. The class teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on SIMS. 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 Role of Non-Teaching Staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time and throughout the school day. All non-teaching staff treat each child fairly and enforces the school rules consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher or a member of the senior leadership team.

## UNACCEPTABLE AND INAPPROPRIATE BEHAVIOUR

We think this involves:

- name-calling; verbal abuse or intimidation; language of an inappropriate or unreasonable nature e.g. swearing
- hitting; kicking; punching; pushing; or other forms of physical harm or intent to harm
- being disrespectful to another person; talking inappropriately or in a way that suggests a lack of respect for that person
- disobedience; not responding to requests or instructions from an adult
- distracting others from their work
- talking when asked to listen; including during lessons, Acts of Worship, church services and extra-curricular activities
- inappropriate break/lunchtime behaviour; including rough or dangerous play, being rude or disrespectful to MDAs or other staff
- bullying

## WHAT IS BULLYING?

We consider bullying to be unacceptable behaviour that causes hurt to someone else on a regular basis and with intent to do so. It may involve name-calling, intimidation, excluding someone from playing, pushing, hitting, kicking, pulling faces or just about anything which makes another person feel sad or hurt (either physically or emotionally).

## HOW WE ENCOURAGE AND RECOGNISE GOOD BEHAVIOUR

All staff will encourage, recognise and celebrate good behaviour around the school. Children's best efforts will be celebrated and rewarded.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their child
- Stickers, including Headteacher and Deputy Headteacher stickers
- Certificates
- Showing good work to other members of staff
- Team points
- Special privileges
- Award of the Headteacher Cups
- Commendations for showing the school values

Methods of encouraging positive behaviour include:

- Code of Conduct/Class rules displayed in every classroom
- Core Values embedded throughout the school
- Reminders of good behaviour and high expectations displayed around the school
- School Council
- Training for MDAs
- Worship themes
- Staff INSET
- PSHE/Citizenship lessons
- Giving responsibility to children; Sports Leaders, Playground Friends, monitors

Ten Simple Guidelines for Positive Behaviour Management

1. Establish a friendly, positive, supportive relationship with pupils.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviours with attention and praise. 'Catch them being good.'
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.

5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid over using them.
7. Always remain calm when you speak to pupils. This will ensure relationships remain positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

### Behaviour Modification & Intervention Techniques

The following interventions and support strategies can be used with individuals, groups or the whole class.

- Ignoring – where practical ignore inappropriate behaviour and praise appropriate behaviour.
- Positive Questioning – e.g. what are you doing? What should you be doing?
- Positive Choices – if you do this, then this will happen (positive outcome). If you chose to do this, then this will happen (negative outcome). Now you chose what you are going to do.
- Class code of conduct/school rules – positively phrased, take the rule and provide examples.
- Modelling – indicate role models displaying appropriate behaviour.
- Distraction – distract the child's attention e.g. give a specific task, send a message.
- Time out – opportunity to work under supervision but away from the classroom situation or a period of reflection.

## BEHAVIOUR SANCTIONS – HOW WE DEAL WITH INAPPROPRIATE BEHAVIOUR

Promoting positive behaviour is at the heart of our school, yet there may be some cases when it is appropriate to enforce sanctions. As with all matters relating to rewards all sanctions should be appropriate to each individual situation, whilst attempting to keep a consistent approach.

When dealing with inappropriate behaviour, staff should try to follow this guidance:

1. **Remain calm**-this is essential for the situation as we should not say or act in a way that could anger the child.
2. **Consequences**-the sanction must be suitable for the offence.
3. **Fresh day**-Every day is a new day. A child's behaviour should not be carried over to the next day. (Unless in certain circumstances, such as an incident that takes place at the end of or after school).

For consistent poor behaviour a child may be put on report. This will involve the school and parents having close contact to monitor the child's behaviour. This is to help to improve the child's behaviour.

### Yellow & Red Card System

1. Warning from teacher or member of staff
2. **First Yellow card** – 5 minutes missed from break time or lunchtime
3. **Second Yellow card** – 10 minutes missed from break time or lunchtime
4. **Red card** – all of playtime or lunchtime missed & a warning from the Headteacher

A severe behaviour incident may skip steps 1-3 and lead straight to a warning from the Headteacher.

Ongoing/consistent bad behaviour will lead to children being

1. Removed from class for short time to work under supervision or for period of reflection
2. Removed from class for a whole session/morning/afternoon to work with a member of SLT
3. Parents contacted (phone call or behaviour slip)
4. Warning from Headteacher (and missed breaktime or lunchtime)
5. Letter sent home to parents – at this stage other outside agencies may be involved
6. Headteacher talks to parents – sets targets for modifying behaviour and arranges for review meeting

If behaviour continues, or in the instance of a severe incident, the Headteacher may consider exclusion (usually fixed-term, up to five days). The Governing Body will be notified of this, in advance (where it is possible to do so).

## CLASS BEHAVIOUR SYSTEMS

Where there is a need, classes will use a visual behaviour strategy that links to the yellow and red card system. This allows for consistency across the school. All yellow and red cards issued at break time and lunchtime must be reported to the class teacher.

## REMOVAL OF PUPILS FROM THE CLASSROOM

Depending on the severity of their actions sanctions will vary. All children are made aware of this system. As behaviour worsens, and the learning and or safety of other pupils is becoming compromised, there is the possibility that a child will have to be removed from a particular classroom. This is to be used as a last resort and not an “easy quick fix”. This is called an internal exclusion or “**seclusion**”. The time and organisation of this withdrawal varies. According to their behaviour a child may be moved into another class for a very short period, or, should the behaviour be very serious, they may be removed for a session or even a whole morning, afternoon or day to work with a member of the SLT. **At no times is a child sent out of the class to stand in a corridor with no supervision or constructive activity to engage them.**

In extreme cases of violent/abusive/dangerous behaviour or continued exceptionally poor behaviour, the Exclusions Policy may be invoked and the pupil formally excluded from the school for a fixed period of time.

When a seclusion is enforced for serious behaviour it is generally the Headteacher to whom the child will be sent. If this is not possible the Deputy Headteacher (or in their absence a senior member of staff) will sort the seclusion arrangements.

## BEHAVIOUR AT LUNCHTIME

As a school we expect children to adhere to behaviour guidelines at all times, including lunchtimes. The yellow and red card system is used at lunchtime.

### Yellow and Red card System for Lunchtime

1. Warning from midday assistant.
2. **First Yellow card** – 5 minutes timeout in designated area
3. **Second Yellow card** – 10 minutes timeout in designated area
4. **Red card** – sent into Headteacher or Deputy Headteacher

A severe behaviour incident may skip steps 1-3 and lead straight to being sent to the Headteacher or Deputy Headteacher.

In cases of continued poor behaviour a child can be put on Lunchtime Report, where their behaviour is monitored and noted each day by the MDAs and the teacher, then the parents informed.

Specific children who have been identified with particular behavioural needs will be accompanied by a member of staff and closely supervised while out in the playground, just as they are in class. Other children who have displayed continuous concerning behaviour on the playground should also be more closely supervised.

## PHYSICAL INTERVENTION/USE OF REASONABLE FORCE

Physical intervention, according to the Essex County Council policy, is only ever applied as a last resort and in a way that is lawful and in everyone’s best interest. There is an ongoing programme to advise all staff and give guidance on physical intervention. Any incidents must be reported to a member of the Leadership Team immediately and recorded on the correct forms. There should be a detailed, current record of any occasions of physical intervention used and the child’s parents must be informed by the end of that working day. For further details please consult the School’s Physical Intervention Policy available on the school website.

## SEARCHING PUPILS

School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.

## **PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

The Headteacher/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 school uniform or
  - in some other way identifiable as a pupil at the school.
- or 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.

## **CHILDREN WHO RUN AWAY**

The school has adopted a simple guidance booklet on dealing with "runners" which lists the key points and how to manage a situation which involves a child leaving the premises.

## **SERIOUS INCIDENTS**

Each member of staff has an "I need urgent assistance" card and "Please call 999" card accessible to them at all times which they can send with a child to the office. This could be for any major incident which requires immediate support (e.g. accident, child injury, serious behaviour incident etc). The card should be sent to the office and staff there will ensure that support is provided straightaway.

## **ALLEGATIONS AGAINST STAFF**

Allegations of abuse will be taken seriously, and St Andrew's School will 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 will be 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.

## **PARENTS**

Parents have a vital role in promoting good behaviour in school and effective home/school liaison is crucial. The school expects that all parents give their full support in dealing with their child's behaviour.

We ask parents to inform us straight away of:

- Any behaviour difficulties they may be experiencing at home
- Any trauma which may affect their child's behaviour or performance at school
- Any concerns they may have about issues going on at school which are affecting their child

The school will endeavour to achieve effective home/school liaison through:

- Promoting an open door policy through a warm and welcoming environment within school
- Giving parents regular constructive and positive comments on their child's progress and behaviour in school through such media as Home/School Link Books, telephone calls, drop-ins after school etc.
- Encouraging parents to come into school regularly
- Keeping parents informed of school activities
- Involving parents at an early stage in any disciplinary issues

## **RECORD KEEPING**

All behaviour incidents that result in pupils missing free time or working outside of the classroom must be recorded by class teachers in the SIMS Behaviour Log for individual pupils. The nature and frequency of behaviour incidents will be monitored by the Senior Leadership Team.

Incidents will be reported verbally to parents at the end of the school day or if not possible teachers will make telephone or email contact to share the information.

Where a greater concern over behaviour is raised the SENCO and Headteacher will be fully involved and where necessary will request meetings with parents and carers.

### **SCHOOL SUPPORT & OTHER AGENCIES**

Pupils can receive support in school for identified behaviour issues through the allocation of non-teaching staff, planned support from the SENCO or dedicated time with our Emotional First Aiders.

If required, and appropriate, full use will also be made of external agencies such as the Missing in Education & Child Employment Service, Social Services, Specialist Teacher Services, Health Services, Educational Psychologists, the FAST Team, Police Community Support Officer when appropriate. Parents will always be informed if these agencies are to be involved.

### **STAFF TRAINING AND DEVELOPMENT**

At St Andrew's Primary School we are committed to staff training and development. Where appropriate and when required staff will be sent on specific Behaviour Courses to support them in their classrooms or working with individual pupils. When whole school behaviour issues arise, or if pupils have specific needs identified, than whole staff training is arranged to ensure all adults are equipped to support the pupils.

### **TRANSITION**

For some pupils moving through specific transition points in school can highlight and increase behaviour difficulties. Transition into Reception is managed through close relationships with the local pre-school provision. Behaviour concerns are discussed and strategies in place before a pupil starts school. Parents are fully involved and given opportunities to discuss concerns with the class teacher and SENCO. Pupils are offered visits into the classroom and also a home visit is undertaken.

Transition between year groups is carefully managed by class teachers. There is a whole school expectation that key information about pupils is passed from one teacher to the next during planned transition meetings. Pupils are provided with the opportunity for two full day visits to their new classroom before the end of the previous academic year.

Transition to secondary school is carefully monitored and any pupils for whom we are concerned are raised with the Secondary SENCO. Where possible, additional visits are arranged including the pupil's parents.

### **SENSORY ROOM**

St Andrew's Primary School is fortunate to be resourced with a well-equipped sensory room. Where appropriate this room can be used to support a child with their Behaviour management. Adults working one to one with children must be aware of how to raise an alarm when using the sensory room – alarm button through to the main office.

### **MONITORING AND REVIEW OF POLICY**

Standards of behaviour and conduct will be monitored regularly by the Headteacher and SLT. Standards will be reported on to the Governing Body through the Headteacher's Report, and any recommendations for changes to policy or procedures also provided.

This policy will be discussed with the School Council and be available to parents on the school website.

The Governing Body will review this policy at regular intervals.