

St Andrew's CE Primary School



Behaviour Policy

Updated September 2024

We believe that there is something wonderful to find in all of God's children and that everyone has the potential to sparkle. Our vision is to nurture and inspire our whole school community using love, respect and trust so that everyone can flourish using their unique and precious gifts and let their light shine to the world.





St Andrew's CE Primary School

Relationships Policy on a Page

- Let Your Light Shine – all children are given the opportunity to sparkle and are rewarded for doing so using Dojos. Children can earn points to win prizes. These will be set up by each class teacher and the prizes will vary according to ages and stages. We also offer positive phone calls, tea and toast Fridays and shout outs in Celebration Worship. Yay!
- Three Rules - READY, RESPECTFUL, SAFE
- Consistency is Key – everyone is aware of our three school rules and understands what they mean.
- Communication – Parents/carers are informed about positive behaviour via class Dojo and positive phone calls. Concerning behavior is shared with parents via a phone call as part of our restorative practice and logged on CPOMS.
- Boundaries – Children should be aware of the boundaries linked to our three rules. Concerning behavior will result in loss of play time or privileges and escalated to a phone call home to parents/carers if necessary. Further sanctions may be imposed where appropriate following a discussion with parents/carers. Any sanctions should be followed up with a reflection and restorative work to prevent further escalation in behavior.
- Self-Regulation – We must be the regulated adult in any challenging situation. If we cannot be, we call on our team members for support.
- Behaviour Management is a Partnership – Both positive and negative behavior incidents should be shared with your team so that everyone can be consistent and allow the child to let their light shine.

Statement of intent

At St. Andrew's CE Primary School we have a clear expectation that children's behaviour as well as their attitude to learning will be excellent. We have in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour. We want our children to sparkle and let their light shine!

Any measures and sanctions applied will consider individual needs of students. Staff are empowered to act in a reasonable and proportionate way to decide the most appropriate sanctions and restorative practice is the foundation of all our actions.

A strong partnership between school staff, parents and guardians is fundamental to our success and we aim to develop open, honest and supportive lines of communication with a common goal of developing good people, who are prepared for life in all its fullness and will contribute successfully to society.

The quality of relationships throughout the school is of the utmost importance because it

- Enables teachers to teach and pupils to learn
- Raises self esteem
- Provides a harmonious and mutually respectful atmosphere
- Is accepted and required in the wider society beyond school life

Aims of the Behaviour and Discipline Policy

- To provide an orderly, fair, consistent and safe environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school consistent approach to behaviour management

Our Six Pillars of Practice

1. Consistent, calm behaviour
2. First attention for the best conduct
3. Relentless routines
4. Follow the script
5. Restorative follow-up
6. Communicate with parents

Roles and responsibilities

The governing body has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Subject leader

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils need:

- To let their light shine
- Regular attendance
- To access a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well balanced curriculum with realistic expectations
- To have good role models provided by all adults in school
- To develop an understanding of right and wrong and consequences of poor choices
- To be involved in the discussion of whole school expectations at the beginning of each academic year and periodically when appropriate

Parents need:

- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school
- To know that bullying incidents, including cyber bullying, will be dealt with quickly with a zero-tolerance approach

Desired Behaviours/Expectations

Our behavioural expectations are based on three driving principles;

Ready

- Ready to learn
- Ready to follow adult directions
- Ready to try your best and allow others to do the same

Respectful

- Respect the environment and the property of others
- Respect other people, be polite and considerate of other people's feelings
- Respect yourself, be kind and believe in yourself

Safe

- Safe in school, always being careful and calm
- Safe in the community
- Safe in God's hands

Rewards

Pupils who consistently behave well and comply with expectations will be rewarded.

Daily rewards:

- Intrinsic rewards – feeling proud of your own achievements
- Positive praise (verbal and non-verbal)
- Dojos that are shared with parents to earn prizes
- Shout out in Celebration Worship
- Tea and toast Friday
- Positive phone calls to home

Weekly Celebration Assembly

A celebration assembly will take place every week, led by a member of the SLT. Children are nominated by members of staff for showing positive examples of our school' core Christian values and offered to come and have tea and toast with the headteacher. Pupils are invited to bring in trophies or certificates awarded from extracurricular activities and sporting achievements will be celebrated.

Sanctions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Low-level disruption on the playground
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

When pupils choose not to adhere to expectations or make poor choices about their conduct, sanctions will be applied. Sanctions will be relevant to the misdemeanour and will be clearly explained to the pupil so they understand there is a consequence to their actions. Incidents will be investigated fairly before sanctions are applied. At St. Andrew’s CE Primary School, it is rare that we have to apply sanctions as behaviour is consistently good. We also acknowledge that pupils make mistakes and make poor choices from time to time and that they need to be reminded or have additional support to understand the rules in a sensitive and understanding way. When dealing with incidents involving pupils with SEND staff must use an adaptive approach and be clear whether the behaviour is a result of an SEND need or a choice about their conduct.

The following steps/levels may be applied as appropriate:

Low level unacceptable behaviour

- Effective use of impositions
- Time out given by a teaching member of staff with immediate loss of some play time to reflect on poor choices, then given the opportunity make amends.

Serious unacceptable behaviour

- Pupil to lose their break time and/or a privilege.
- If appropriate, Class Teacher to contact the parent or carer to have a private discussion about the behaviour, its consequences and what may have caused it. This is a restorative discussion and staff must make it clear that all consequences to behaviour will happen in school.

Repetitive unacceptable behaviour

- Children who are consistently showing behaviours in any of the above categories will be placed on a St Andrew’s CE Primary School Behaviour Plan by a member of SLT

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Relentless routines
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- ELSA
- Positive classroom management

- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Intervention

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

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however,

the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff using physical restraint will be restraint trained.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on a regular basis. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. Staff working with vulnerable or SEN pupils will be given MAPA training.

Teachers and support staff will receive regular and ongoing training as part of their development.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is September 2025.

