

# Behaviour Policy



*'Learning for life,  
building a firm foundation'*

Reviewed: November 2023

Headteacher: Lisa Harrison

## **Introduction**

At All Saints Primary School and nursery, we believe that school is a place where children are learning how to become good citizens of the future. This means that all staff are always striving to help develop individuals who have a strong sense of self and the great importance of being respectful of everyone and the environment in which they learn. We promote an understanding of what it is to be a decent individual, working together within a community. Therefore, every child and adult in All Saints behaves in a way which respects the overarching value that:

### **‘Everyone has the right to feel safe’**

Safe learning environments are where children can share ideas and feelings; challenge themselves and take risks. They are also where good order can be maintained by adults in calm working environments. If we see the feeling of being safe as a starting point, then we have a single principle on which to begin teaching children about what good behaviour looks like. The way in which we manage behaviour is, then, underpinned by first and foremost, the principles of high-quality safeguarding practice. Staff are open to individuality, caring and empathetic and strive to develop positive relationships with all children, so that they feel able to share feelings without judgement.

We aim to achieve as much consistency as possible for children, in terms of expectations and consequences but we all bear in mind that: ‘To treat people equally, sometimes we have to treat them differently’ This means that adults can be empathetic towards all pupils and adapt their approaches to certain children, especially those with SEND and attachment difficulties. There may be adaptations of the Behaviour Policy for a few individual children with specific needs e.g., ASD, attachment needs, and personal circumstances. These children may have an Individual Behaviour Plan.

### **Our goal is always to make the policy work for the best outcomes for the child.**

We believe that our vision, ***Learning for life, building a firm foundation***, is really important and by effectively managing behaviour our school can help to create a safe environment, where pupils are able to learn, flourish and fulfil their potential. We believe that children need firm foundations on which to build in all aspects of their lives.

## **Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension and permanent exclusion guidance september 23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness.

### **The Headteacher**

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The headteacher is responsible for the leadership of the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

All staff, including teachers, support staff and volunteers:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to our behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school.

The expectation of parents/carers is to work in partnership with the school to assist the school in maintaining high standards of behaviour. They will have the opportunity to raise with the school any issues arising from the operation of the policy. The behaviour policy is made available to parents via the school website and is issued to staff annually.

### **Pupils**

Pupils are expected to:

- Behave in an orderly manner and self-regulate
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to staff.

### **Rewards**

Positive reinforcement is the key to fostering good behaviour in class and around school. High-quality safeguarding is all about nurturing positive relationships between children and adults. All staff will always strive to be friendly and approachable and build constructive relationships with all our learners. Praising effort and kindness should be integral to the way in which staff communicate with children.

- House points will be given to children whenever a member of staff has been impressed with their behaviour or achievements.
- Weekly whole-class assemblies, where the head teacher will celebrate the qualities and achievements of all the children in each class and hand out vision and values wards and lunchtime awards.
- Weekly Golden/Reward time for children who have shown 'golden' behaviour.
- Half termly whole school 'Golden' treat for children who have displayed our school golden behaviours.
- Class reward systems e.g., stickers, marbles in a jar, stars, pasta etc.

### **What do we do if a child is showing inappropriate behaviour?**

Our Golden Behaviours which underpin our School ethos are:

1. I am ready to learn.
2. I am following instructions.
3. I am showing good manners.
4. I am looking after our school.
5. I am showing respect all the time.
6. I am showing good sitting, looking and listening.

Typically, in most cases of unsafe behaviour, an adult will be able to manage through talk. This will ensure the child is aware of why the behaviour is inappropriate and what is expected. Any behaviour that falls below the expectations of the school Golden Behaviours requires some level of intervention. The following is a pathway of what to do:

<b>Golden Reminder</b>	<b>Level 1</b>	<b>How we respond</b>
Use a reminder when a child .... Shows level 1 behaviour and is given	<ol style="list-style-type: none"> <li>1. I am not ready to learn.</li> <li>2. I am not following instructions.</li> <li>3. I am not showing good manners.</li> <li>4. I am not looking after our school.</li> <li>5. I am not showing respect to others.</li> <li>6. I am not showing good sitting, looking</li> </ol>	<p><b>EYFS</b>-discuss behaviour with adult and miss 5 minutes from their playtime.</p> <p><b>KS1 and KS2</b>- discussion with adult and miss playtime (children to have</p>

the opportunity to make a positive choice	or listening.	<p>a five-minute physical reset activity before the start of the next lesson).</p> <p><b>KS1 and KS2-</b> miss 5 minutes from Golden Time to discuss behaviour and Golden Time Target</p> <p>(EYFS and KS1 write with an adult. In KS2, children write their own target after discussion with adult. A copy of the target is sent home with the child and parents are informed that their child has a Golden Time target.</p>
---	---------------	---

	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. I continue not to be ready to learn.</li> <li>2. I continue not to follow instructions.</li> <li>3. I continue not to look after our school.</li> <li>4. I continue not to show respect to others.</li> <li>5. I have physically hurt someone.</li> <li>6. I have used racist, sexist, homophobic or discriminatory words.</li> </ol>	<p><b>How we respond</b></p> <p><b>EYFS-</b> adult discussion and miss all of the playtime. Golden Time missed and Golden target set. Parents are contacted if children have more than two level 2s (class teacher first, then key stage leader or senior leader).</p> <p><b>KS1-</b>Discussion with an adult and a quiet activity in a designated room (changed termly).</p> <p><b>KS2-</b> adult discussion and miss 3 playtimes which should include reflection time and a short physical reset activity as Level 1.</p>
--	---	---

**All adults should use the signal for attention which can be found in the appendix.**

**Foundation Stage (Nursery and Reception)**

- The same expectations of behaviour are followed in Nursery and Reception but with some minor adjustments, taking account of their age.
- Children are learning how to regulate their behaviour and what appropriate behaviour is and therefore a greater emphasis is placed upon demonstrating what 'golden' behaviour is and praising children who show it.
- If children need support or guidance on following the golden behaviours, they will be offered time with support in the quiet corner. There are resources to support the child and the adult will discuss the child's behaviour with them.

## **Lunchtime Arrangements- Happy Lunchtimes!**

- At the beginning of every half term all pupils in each class will be reminded of the expected behaviour during lessons, lunch and play times in and around school.
- This is the time when the children have the most freedom, so it is important that their midday break is 'quality time' and they have appropriate equipment to use on the playground.
- Children will sit in their House Teams at lunchtime and can receive 'pom poms' at lunchtime, collectively for their class to encourage teamwork. The class with the most 'pom poms' by the end of the week wins the 'Golden Lunchbox' and are awarded a 15-minute treat. This is announced and celebrated during our school's weekly Achievements Assembly, alongside a mention in our school newsletter.
- Each midday can nominate one child each week who has demonstrate good behaviour at lunchtimes. Those nominated are awarded with the Happy Lunchtimes Award and given a certificate in our weekly Achievements Assembly. This is also acknowledged in our weekly school newsletter.
- Children who demonstrate good behaviour will sit at a special reward table. Once a term each midday will invite 2 children to sit with them at the 'Table of Awesomeness'.
- Follows the same principles of application, rewards and consequence as outlined above and all midday supervisors will adhere to the Golden Behaviours and respond according to the policy.
- Midday supervisors should encourage children to eat politely, sensibly, have conversations with those children sitting near to them at the table, and correct those children who do not hold cutlery correctly, or who show poor table manners etc.
- Behaviour in the dining hall should be controlled and the noise level should be acceptable. A peaceful hall helps the children feel safe and gives them all equal opportunity to learn essential life skills. We encourage children to talk quietly to the person next to them - we have called this 'ninja mode'. We use a noise-o-meter to support the children with this. When all children manage to talk quietly in the hall, they are awarded a 'Gold Ninja Star' at the end of lunchtime. If they earn a 'Gold Ninja Star' on 4 consecutive days, they are awarded with an extra 15-minute playtime. The middays will help by doing a countdown and showing an orange 'spy mode' card as a reminder to talk quietly. If the children refuse to follow instructions, they are given another countdown and shown a red 'Ninja Mode' card. This means the children do not earn a gold star for that day and must start again to earn their 'four in a row'.
- There is a reflection area outside that children can use, or be supported to use, if they feel unsettled before or during lunch.
- The pastoral team will support children in the Rainbow Room at lunchtime.
- Children are expected to show 'Golden' behaviour at lunchtime.
- Midday Supervisors liaise daily with class teachers regarding behaviour, with the pastoral team and have a half-termly meeting with the headteacher. The midday supervisor will report any behaviour verbally to the class teacher and log behaviour on a lunch time tracking sheet.
- In the event of serious incidents at lunchtime, the Headteacher, Deputy Headteacher or Key Stage Leaders must be informed immediately or as soon as practicable in order that appropriate action is taken.
- Pastoral Manager/Pastoral team are on the playground every lunchtime.
- Midday supervisors must follow the procedures as set out in Individual Behaviour Plans for some pupils. A copy of the behaviour plan will be made available by class teachers for midday supervisors to read.
- The Pastoral Team will send texts to parents regarding lunchtime behaviour and consequences. This will also be recorded in school.
- SENCO and senior staff must inform senior midday supervisor of pupils with diagnosed or undiagnosed needs that may affect their behaviour e.g. ADHD, Autism.
- Behaviour is still recorded and monitored against the golden behaviours.

### **Removal from class**

If children persistently refuse to follow instructions given or demonstrate persistently unsafe behaviour they will be removed from the classroom for a limited time. This sanction should only be used when necessary and once other strategies in the classroom have been attempted. Removal should be used for the following reasons only:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe place.

Removal should be distinguished from the use of separation spaces e.g., nurture rooms for non-disciplinary reason. Any removal will be for an appropriate period time depending on the child's needs and individual behaviour plans. Reintegration into the classroom or other area in school should be included on a behaviour plan.

Information recorded will be analysed to identify any patterns and used to support the child. Parents or carers should be informed on the same day if their child has been removed from the classroom.

### **Serious Incidents**

We deem a serious incident to be when a child has behaved in a way, which has caused physical or emotional harm or put themselves and/or others in significant danger and/or where measures of management have been used over and above what is everyday practice. All serious incidents will be reported to parents/carers. In taking these decisions the school refers to the DFE's document; <https://www.gov.uk/government/publications/behaviour-in-schools--2>

### **Physical Intervention**

All staff have a duty of care to keep all the children in All Saints safe. It is rare but sometimes to ensure safety, staff may have to physically intervene with children. These instances occur when a child risks harm to themselves; others and/or the environment around them.

- Reference to statutory guidance and the document <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Staff are trained in The Team Teach programme on how to effectively intervene and support children who are unsafe and there is the potential of serious harm or damage to property. The incident is then recorded using a bound and numbered book.

### **Restorative Conversation**

- A member of staff who was not involved in the incident will facilitate this process.
- A restorative conversation will take place between the child and the adult who gave the sanction to the child.
- This is primarily to maintain a positive relationship between adult and child.
- The 'conversation' should take no longer than 10 minutes.
- The conversation should finish positively.
- It is an opportunity for the adult to explain the reason for the sanction – in an atmosphere of calm and reflection. There is often an opportunity for the adult and child to apologise.
- Positive relations must be maintained.

## **Tracking Behaviour**

Class teachers and class-based teaching assistants are responsible for recording children's levels on a class-tracking sheet with a level 1 or 2 daily. Where appropriate, an incident is recorded on an ABCC form.

Class teachers must also record whether the parent/carer has been contacted.

The pastoral team review behaviour trends and identify children who need further support. This data is shared with staff and governors termly and the pastoral team plan interventions and support to ensure pupils receive the help they need. Meetings will be arranged between class teachers, parents and child to discuss the behaviour. Further meetings may be arranged if there is not an improvement in behaviour between the headteacher, parent and child.

All adults log ABCC forms on CPOMS and the Learning Mentor will log the behaviour incidents recorded on the weekly logs on CPOMS.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **Bullying can include:**

**Emotional-** Being unfriendly, excluding, tormenting

**Physical-** Hitting, kicking, pushing, taking another's belongings, any use of violence

**Racial-** Racial taunts, graffiti, gestures, racist names Recording and Reporting Racist Incidents Guidance

**Sexual-** Unwanted physical contact or sexually abusive comments. Homophobic because of, or focusing on the issue of sexuality

**Direct or indirect verbal** -Name-calling, sarcasm, spreading rumours, teasing

**Cyber-bullying-** Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Our anti bullying policy details our school's approach to preventing and addressing bullying.**

## **Child on Child Abuse**

Following any report of child-on-child abuse offline or online, we will follow the safeguarding principles set out in our Safeguarding Policy and Keeping Children Safe in Education (KCSIE) - especially Part 5.

Schools should never normalise abusive language or behaviour including sexual language by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Responding assertively to inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned on a case-by-case basis.



**Malicious allegations** – See Safeguarding & Child Protection Policy

**Confiscation, screening and searching pupils** – At All Saints, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. The teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Headteacher and authorized staff do have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item:

- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This reflects current guidance from the DFE *Searching, screening and confiscation: advice for schools (2022)*.

### **Prejudice**

When a child experiences an instance when they are treated differently because of any aspect of their race, religion, gender, sexual orientation or ability, this incident is recorded formally at county level and parents of both parties are informed. As with all instances of unsafe behaviour, the child who instigated the prejudice will work with a member of staff and the incident recorded as per our record system.

### **Suspensions and Exclusions**

There is no specific behaviour that will necessarily result in any type of suspension or exclusion. We accept that we have to adapt our expectations to give all of our children a fair chance, so that means we will always strive to accommodate everyone in ways which suit them. We do this to the best of our ability and with the resources afforded to us as a mainstream primary school.

- The decision to suspend or exclude a child from school, including suspension at lunch-time, can only be made by the Headteacher.
- Headteachers can use suspension/permanent exclusion in response to a serious incident or in response to persistent poor behaviour which has not improved following in school, sanctions and intervention <https://www.gov.uk/government/publications/school-exclusion>.
- It is important that parents/carers are kept fully informed if there is likely to be an exclusion. Where possible, a phone call, followed by a letter alerting parents/carers of the likelihood of a suspension or exclusion, will be sent prior to the suspension or exclusion being actioned, or a meeting with parents will be held.
- The school follows the government's legal procedure for fixed term suspensions and permanent exclusions.

### **The power to discipline beyond the school gate**

As a school we will respond to concerns regarding children's behaviour outside of school which could:

- have repercussions for the orderly running of the school or

- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Pupils, parents and staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

### **Pupil allegations against staff**

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in our school very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Where the allegation is determined to be **false** or **malicious** – additional support is offered for the pupil, family and member of staff and advice may be sought from the local authority as to the best course of action moving forward.

Depending on the nature and severity of the allegation a course of action will take place to ensure the continued effective provision of learning and relationships between the child and the staff and school. This may result in a short-term suspension in order to ensure effective plans are in place to mitigate the risk to the school and staff.

### **Specific circumstances - School trips/visits/swimming/PE**

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others, we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time or structure of the visit.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm due to abuse, child on child abuse or bullying.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **Training**

The governing body will ensure that appropriate high-quality training and support on all aspects of behaviour management is provided to support the implementation of this policy. This training and support may be provided by external agencies such as the Specialist Teaching Service or Warwickshire Educational Psychology Department.