

'Do Everything In Love' ~ 1 Corinthians 16 v14

Positive Behaviour Policy



At St Andrew's Primary School, we are committed to enabling all children to access education successfully. This is an inclusive process: part of this commitment is establishing a high standard of behaviour throughout the school. We recognise that a well thought out approach contributes directly to both the social and learning aspects of our school. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

Aims

The aim of this policy is to encourage children to take responsibility for their behaviour and thus develop into responsible and caring adults by:-

- Ensuring a safe, caring and happy school
- Encouraging and an ethos of positive behaviour
- Encouraging children to be loving, respectful and honest
- Encouraging everyone to respect a variety of appropriate relationships
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Creating an atmosphere where children are able to develop a moral, social and spiritual awareness
- Having a common understanding about what constitutes positive behaviour
- Promoting British Values and preventing bullying
- Actively teaching good behaviour through collective worship, PSHE and RE in particular
- Having a shared sense of values and purposes
- Encouraging understanding and respect for similarities and differences between individuals or groups
- Managing behaviour in and outside of the classroom
- Encouraging children to reflect on their own behaviour and how this has an effect on the school community and the wider world
- Involving parents wherever possible, informing them when their child is behaving well and when support is required

Principles of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.

- ELSA support is available to help children facing emotional challenges and to prepare them for learning.
- Early support for developing problems.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Opportunities for responsibility and recognition for non- academic achievement.

Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding. Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

Rewards

- Smiles 😊
- Praise
- House points
- Class rewards
- Golden moments
- Special table (Friday lunchtime)
- Participating in school teams
- School trips
- Certificates
- Head teacher's award

Sanctions

- Verbal warning of consequences and reminder of the school rules
- Loss of privileges
- Time out in the classroom/from the playground where child is expected to consider their own behaviour and ways forward
- An opportunity for the child to discuss their behaviour with a member of staff with whom the child feels comfortable
- Referral to deputy head teacher or head teacher
- Suggestions during circle time from peers on strategies to use to improve behaviour
- Parents informed and asked to support sanctions, contact drawn up if necessary
- If behaviour persists then child is placed on report (arranged with DH and HT). This could be a daily or weekly report and will be shared with parents where appropriate
- Where a child's behaviour gives concern then the SENCo should be informed so that the child can be placed on the SEND register where further support can be given if appropriate. Parents must always be consulted in this instance
- Referral to an outside agency for advice
- Exclusion for the lunchtime period
- Exclusion for a fixed period of time

- Permanent exclusion for serious breaches of the behaviour policy. The school will follow the LA policy for fixed and permanent exclusion

Class Sanctions

| Class 1 | Class 2 | Class 3, 4, 5 and 6 |
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| Children are given a warning. If behaviour persists names are put up on behaviour clouds. Children lose part of their golden time. | If children are reminded about inappropriate behaviour 3 times, they miss the subsequent playtime. | Children are given a verbal reminder of the rule. If behaviour persists 5 minutes of playtime are spent indoors with an appropriate task. If behaviour persists beyond this, a whole breaktime is missed. Each new day is a fresh start. |
| Each class has their own method for recording these, but the underlying principle is the same. | | |

School Rules

We try to ensure that children understand and respect themselves and others, and very importantly realise that they have choices in the decisions they make about how they behave. All classes produce their own class rules at the beginning of the school year.

- Walk on the paths
- Play properly at playtime
- Speak kindly to other people
- Line up quietly and sensibly at all times
- At lunchtime, we should have good table manners and listen to the supervisor's instructions
- We should take care of our school's books and equipment and put them away in the correct places
- Always put litter in the bin
- Wear the correct uniform
- Do not bring unsuitable items into school eg. mobile phones, dangerous objects. (However, if a child brings a mobile phone into school, it is to be kept in the office.)

Our Special Rules

The children have worked collaboratively and The School Council have decided on some special rules:

- Be kind and polite
- Be a friend
- Work together as a team
- Help people who are in need of help
- Be happy and smile
- Share things with other people
- Be positive and constructive
- Use God's rules

Responsibility for monitoring

It is responsibility of all members of staff to monitor children's adherence to the rules. We know this policy is effective when staff feel that children are well behaved in the playground and the classroom. We expect classroom observations to show that children are well motivated and engaged in their lessons.

Possible Reasons for Exclusions

- Serious insolence to a member of staff
- Endangering others or self

- Bringing dangerous substances to school eg. drugs
- Bringing a dangerous item to school eg. knife
- Refusal to follow an adult's instruction
- Persistent swearing, hurting others, disruption of lessons or school life

School staff can search pupils with the consent (the ability to give consent may be influenced by the child's age or other factors) for any item which is banned in the school rules. The Head Teacher and staff authorised by the Head Teacher have the power to search children and their possessions, without consent, where they suspect a child has items not suited for the school environment eg. Illegal drugs or dangerous objects. Possession of drugs or dangerous objects may result in exclusion.

Positive physical Intervention

If there is an occasion where a child needs additional support to ensure their own or others safety, then a positive intervention approach is implemented. This training is to be updated during this academic year or as soon as training is available. Staff will complete Team Teach training which promotes calm communication and defusing skills that work best for the individual concerned. Physical intervention will be used as a last resort and only by staff trained in Team Teach.

Use of Reasonable Force to control or restrain pupils

The following is a summary of the Use of Reasonable Force to Control or Restrain Pupils Policy. It explains what 'Reasonable Force' is, who can use it and when it can be used, how such use is communicated and how incidents of using reasonable force are recorded. All significant incidents of use of force will be recorded in the child's behaviour class book and logged in the Accident book. Parents will be told of the incident as soon as possible (by the end of the school day). It is up to the school to decide if informing the parents is appropriate. The incident will be recorded on the Behaviour Management/Physical Intervention School Incident Report and Investigation Form and sent to the Health and Safety Advisors for schools, Wiltshire. For pupils who display extreme behaviour in association with learning disability and/or Autistic Spectrum Disorder or Behaviour and Emotional and Social Difficulties; and pupils with severe behaviour difficulties; the government guidance issued in 2002 and 2003 remains in force and should still be referred to and acted upon. Working together to Safeguard Children 2015

Supporting children with challenging behaviours

We have the following support networks:

- Support from Teachers and Teaching Assistants
- Support from Outside Agencies

A multi-agency assessment will be considered for children who display continuous disruptive behaviour. When a child has previously been placed on report, or the child is already on the SEND register, further pastoral support will be given as appropriate. The child's parents will always be consulted at each stage of the process. We offer parents advice and support sessions with our Parent Support Advisor.

Outside the classroom

Playtime should be a time of enjoyment for pupils. However, if there is unacceptable behaviour, it is essential that staff follow procedures to ensure the children do not receive mixed messages. If children display any of the behaviours listed below then they should be immediately withdrawn from the playground and taken to the Head teacher or in her absence the Deputy Head teacher.

- Intentional physical violence (kicking, punching)
- Verbal aggression towards others (intimidatory language, significant verbal harassment, swearing or racist comments)
- Insolence to another member of staff, including repeated failure to follow a member of staff's instructions
- Theft

- Intentional dangerous play which could result in injury to self or others

Measures to promote anti bullying

St Andrew's has a number of strategies to promote anti-bullying among children:

- School Council Anti-Bullying Charter
- School rules
- Promotion of positive behaviour
- Rewards
- Sanctions
- Support and developing children's emotional needs
- Procedures to follow if children demonstrate unacceptable behavior
- Class rules
- School rules
- Home/school agreement

Working through these strategies promotes good behaviour and minimises the likelihood of poor behavior choices being made. The strategies in the Anti-Bullying Policy should be implemented and be used alongside the Positive Behaviour Policy.

Developing children's responsibilities within the community

At St Andrew's it is important that children take an active role in their school community. It helps them become more responsible adults. There are a number of roles they can undertake:

- Head Girl and Head Boy (Year 6)
- Prefects (Year 6)
- School Council Representatives
- Food for Life groups (SNAG, FTTF)
- Sports Prefects (Year 3-6)

Power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal inappropriate behaviour and bullying which occurs off site. This includes: taking part in any school organised or school related activity, travelling to or from school, when wearing school uniform, any other incident when a child is identifiable as a pupil of our school. In addition if the unacceptable behaviour is observed at other times that could have repercussions for the orderly running of the school, poses a threat to another child or member of the public or could adversely affect the reputation of the school. The behaviour should be witnessed by a member of staff or reported to the school. St Andrew's will respond to all off site non-criminal unacceptable behaviour and bullying, as if it were committed within the school and the rules and sanctions in this policy will apply. Any criminal behaviour will be referred to the Police and St Andrew's will give full support to any investigation that may be initiated.

Recording Incidents

Incidents will be recorded and parents informed verbally or by standard letter as appropriate. There is an agreed procedure for recording racist incidents. The Head Teacher should be informed and the incident will be written in the racist incident book. Victims are cared for, and the person who has been racist is helped to understand why racism is unacceptable. All racist incidents must be recorded.

Allegations of abuse against staff

Allegations of abuse will be taken seriously, dealt with 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 must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. In the event of an allegation being made, the following summarises what will happen:

Substantial allegations:

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's service, or the person resigns or otherwise ceases to provide his/her services, the Human Resources Advisor will advise the school whether a referral should be made to the Independent Safeguarding Authority and /or professional body.

Unsubstantiated allegations:

Where there is insufficient evidence to substantiate an allegation, the Head Teacher should consider what further action, if any, should be taken. Human Resources can offer advice in these circumstances.

False allegations:

False allegations are rare and may be an indicator of a secondary need requiring further investigation. If an allegation is determined to be false, the Head Teacher, in consultation with the Designated Officer, should refer the matter to Children's Social Care to determine whether the child is in need of support and to investigate the possibility that the child has suffered personal abuse. We follow the guidelines in 'Working Together to Safeguard Children 2015' (DfE) and if an allegation has been maliciously invented, the Head Teacher should consider whether any disciplinary or other management action is necessary against the adult or child involved. The matter should be referred to the Police in consultation with the Designated Officer and Local Safeguarding Children's Board

Support for staff accused of misconduct

Support will be available as outlined in the Allegations of Abuse Against Staff policy. In brief, staff can expect to be:-

- Advised to contact their Union representative
- Given a support contact within the organization who should keep them up to date with the progress of the case
- Give a team contact, if suspension has occurred, who will keep them updated about normal organizational activities
- Offered Staff Counselling service and/ or Occupational Health Support if available

Staff training

Training for all staff and specific individuals will be given at regular intervals (bi-annually) from the following:

- Primary Support Service
De-escalation technique/managing conflict
Learning to behave
Handling the emotion of anger
Social skills
- Young People's Support Service
- Team Teach

Success Criteria

We know this policy is effective when:

- Staff feel that children are well behaved in the playground, classroom and around the school campus
- Classroom observations show that children are well motivated and engaged in their lessons
- Visitors eg. supply teachers, parents, advisors, inform us that the children are well behaved
- Children feel able to approach an adult with their concerns

References

Wiltshire Behaviour Support Service

Use of reasonable force – advice for Head Teachers, staff and Governing bodies (DfE 2013)

Screening, searching and confiscating in schools - advice for Head Teachers, staff and Governing bodies (DfE 2014)

Behaviour and discipline in schools - guidance for governing bodies

Ensuring good behaviour in schools – a summary for Head teachers, Governing bodies, teachers, parents and pupils (DfE 2012)

Working Together to Safeguard children (DfE 2015)

Valuing All God's Children – The Church of England Education office – Autumn 2017

Links to related Policies

- Use of Reasonable Force Policy
- Child Protection Procedures
- Child Protection Policy
- Code of Conduct for Safe Policy
- Health and Safety Policy
- Allegations of abuse against staff and volunteers
- Complaint Procedure
- Anti Bullying Policy

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