



## Behaviour Policy

St. Andrew's Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

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<b>Next review (date):</b>	<b>Autumn 2026</b>

<b>Key Personnel</b>			
<b>Role</b>	<b>Name</b>	<b>Tel.</b>	<b>email</b>
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### Updates

p1 (Aims) & p5 (Classroom Management)	Prosocial used in place of good/positive
p6 (Child support systems)	Removal of reference to school chaplain
p7 (Training)	Child on child updated to peer on peer in line with KCSiE

## Introduction

St Andrew's is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies,
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

## Aims

To ensure:

- All our children are safe and protected from harm.
- All our children experience and learn prosocial behaviours.
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour is that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all backgrounds, abilities and ethnicities
- A good level of personal motivation
- An ability to manage one's feelings positively
- Good social skills

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

## Scope

This policy is consistent with all other policies adopted by the governing body and operates alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- Staff Code of Conduct
- Health and Safety
- SEND policy
- Anti-bullying Policy

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

## Leadership

*'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989*

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- training for staff about teaching strategies and approaches that build child competence to manage their own behaviour.
- policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- the health, safety and welfare of all children in the school.
- records are kept of all reported serious incidents of misbehaviour and the actions taken.
- staff are supported to implement the policy through training, monitoring and feedback.

## Mandatory Procedures

### **The consistent approach to behaviour management:**

All staff understand the positive impact of certainty as much as consistency on children at St Andrew's. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Staff ensure:

- their interactions with children about behaviour focus always on:
  - behaviours that are helpful for the child more than those that are not
  - what is happening now and expected in the future more than about the past
  - signs of change more than indicators of 'stuckness'

- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

### **School Rules**

- Be honest
- Be respectful
- Do everything in love

### **Rewards and consequences:**

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to promote high standards of behaviour.

All staff who deal with children directly:

- set clear expectations about child behaviour (positively phrased) that are displayed clearly in each teaching and learning space.
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for children who need an individual response.
- encourage children to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by children through a positive feedback system that is consistent and meaningful to each child. While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards.

These include, but are not limited to:

- House points
- Celebrations in collective worship
- Positions of responsibility eg role of prefect, Head boy/girl
- Class rewards
- Dojo points
- Special Table (Friday lunchtime)
- Golden Moments

Children have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate consequence is one that encourages a positive change in behaviour in the future and rectifies any harm done where possible.

### **Consequences**

If a child is not choosing positive behaviour we:

1. Remind them of the rules
2. Give a warning
3. Give a consequence

Staff implement a consistent range of strategies and logical consequences to deal with inappropriate behaviour including bullying by children. In determining whether a consequence is 'logical' and 'reasonable', the following must be considered:

- the extent to which the consequence provides an opportunity for the child to rectify harm
- the extent to which the child has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances;

- any special circumstances which are known to the person setting the consequence, including:
  - the child's age
  - any special educational needs or disability they may have

A consequence will be a reflection/thinking time sanction (up to 10 minutes) to reflect on their behaviour. This will be carried out, whenever possible, by the adult who gave the sanction and will be in the child's next period of free time. This time might take place in a shared area eg the side of the playground. Following the sanction, a restorative conversation will take place to ensure the child understands why their behaviour was not acceptable. Incidents that take place on the playground will be managed by Teaching Assistants/MDSAs and the class teacher informed.

If a child receives several sanctions in a short period of time, parents will be informed. Manageable targets will be set and reviewed regularly.

Serious incidents of unacceptable behaviour will result in the child being sent to a member of the leadership team or the head teacher.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disaffected behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;
- all rewards and consequences are applied fairly

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention if appropriate. These reports are scrutinised by the nominated governor, for behaviour and safeguarding, Mrs Perree. Parents are informed of any use of physical intervention, by phone if possible, on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons
- illegal drugs

- alcohol
- pornography
- fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children's expectation of privacy increases as they get older.

### **Teaching and the curriculum**

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and RSE curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children's self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children. This may include:
  - Greeting children in the morning/at the start of teaching sessions.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
  - Highlighting and promoting prosocial behaviour.
  - Concluding the day positively.
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the Headteacher/SENDCo to ensure consistency.

### **Child support systems:**

We regularly review the support available to those individual children identified as being at risk of disengagement. The support offered includes:

- ELSA – Trained ELSA practitioners can work on a 1-1 basis with individual children or work with small groups.
- Access to alternative curriculum/provision
- Identification and support of SEND. Any child whose progress in terms of their social, emotional or mental health (SEMH) development:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap

will have a SEN support plan. We will determine whether there are any undiagnosed cognitive or communication difficulties that may be contributing to the child's behaviour. Where a child is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact children's ability to feel safe or develop trusting relationships with staff and their peers in school and we ensure SEN support plans for any children who have experienced trauma in their lives are informed by good practice guidelines to

- avoid re-traumatisation and to
- address the barriers that children affected by trauma can experience in school.
- Planned "Time Out" – Children who exhibit impulsive behaviour can be offered a Time Out card where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENDCo/SLT.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development.

#### **Liaison with parents:**

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, prosocial behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

#### **Managing transitions to the next stage of their education/life:**

We recognise that how children start and leave our school is a key indicator of

- success with us
- success at their next school or setting.

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social, emotional and mental health needs. We ensure children's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for children are shared on transition:

- by the setting/school previously attended by the child.
- by the DSL/Pastoral Lead in the next school when the child leaves us.

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

## Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children.

## Staff support

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

## Monitoring and review

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor for safeguarding meets the head teacher at least 3 times a year to monitor the effectiveness of this policy.