



# St Andrew's Primary School

## BEHAVIOUR POLICY

**2023-24**



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Approved by	Local Governing Body	Date Approved	14/09/23
Review cycle	1 Year	Date of next review	14/09/2024

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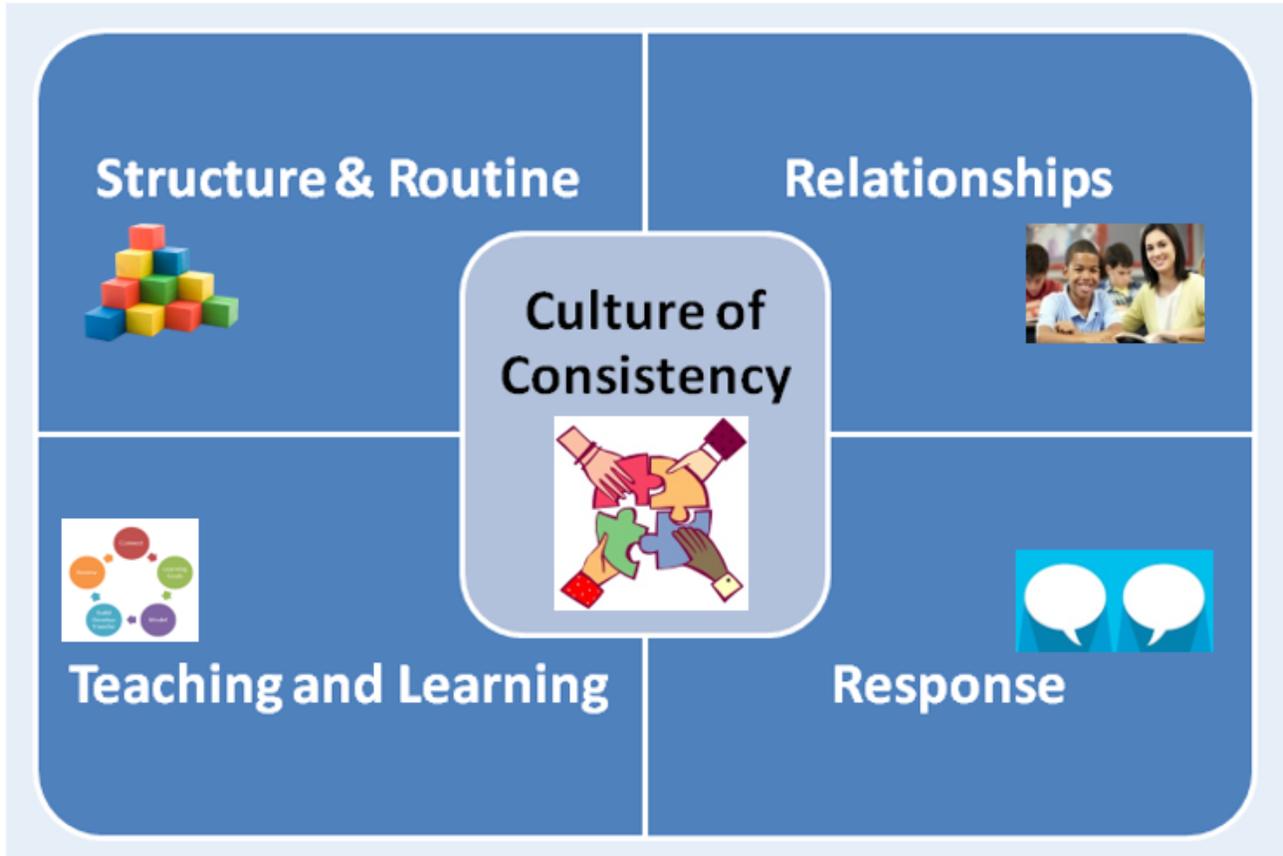
# 1. Policy Statements

## Intent:

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy and to apply it consistently and fairly. The school staff receive yearly refresher training, which combines the EEF Improving Schools Behaviour guidance and applies the Paul Dix 'When the Adults Change, Everything Changes' behaviour strategies and culture.

## St Andrew's Behaviour Culture and Strategies

*Visible Consistency - Visible Kindness*



- To ensure appropriate behaviour and language throughout the school – using scripts when appropriate;
- To encourage and praise greater effort in both learning and behavior – certainty of praise;
- To ensure a whole-school approach to discipline and restorative dialogue which is used and approved by all the staff in the school;
- To ensure that parents are informed and are aware of the disciplinary procedures and understand how to support their child going forward;
- To provide a system of rewards to encourage good behaviour and to try to reverse continuous and habitual offenders through building relationships, making sure teaching and learning is accessible, that structures and routines are consistent and responses systematic and consistent;
- To ensure a happy, safe and caring school;
- To promote good citizenship;
- To promote self-discipline;
- To prevent bullying (see Anti-Bullying Policy)

### **Principles:**

Every child has the right to learn; no child has the right to disrupt the learning of others. We have high expectations for positive learning and play behaviours from all. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. At St Andrew's, we rely upon trusting relationships and a process of co-operative teamwork. We welcome the involvement of parents, carers, governors, the Local Authority and others in the community.

We recognise our responsibility in helping children to learn the consequences of their behaviour.

- Every child needs security, stable and caring relationships and a dependable and predictable environment in order to develop self-discipline and control.
- Behaviour management is the educational process which involves the use of authority to bring about change. Children are guided through their participation in this process towards socially acceptable, self-controlled and responsible behaviour.
- When staff are sure that a pupil has the ability to understand what is required and the skills necessary to behave in a desired way, behavioural approaches are most relevant. Change and enhancing social competency is much more than developing a strategy of rewarding actions to increase motivation towards desired behaviour.
- Challenging behaviour is neither a new phenomenon nor restricted to a chosen few. It is a developmental rite of passage that impacts on individual children at different times and with differing levels of intensity. Testing boundaries should therefore be regarded as natural.
- Each incident needs to be considered and understood in context i.e. the total picture of the child including their life experiences to date. Interventions or responses to behaviour should be made following serious attempts at involving the child in the behaviour management process.

We do not excuse 'poor' behaviour but seek to understand the fact that some children have more loosely defined behavioural boundaries and little guidance in moral issues. Difficult behavior can often be driven by difficult feelings and we seek to understand and support each child so that they can learn to manage their feelings and self-regulate their behaviours.

# Implementation:

## 2. Roles and responsibilities

Responsibilities lie with all pupils, parents and carers, teaching and non-teaching staff, Governors, and volunteers.

### Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for head teachers and school staff (January 2016)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

### Parents and carers are expected to:

- Through signing and returning the home school agreement, parents indicate that they will respect and support the school's expectations and the authority of the school
- Demonstrate the school's values and be aware of the Behaviour Plan (steps 1 – 7) and encourage their child(ren) to follow the expectations set
- Engage and work with the school if their child requires an ISP (individual support plan)

### Staff at school are expected to:

#### 1. Know their pupils and understand their influences:

- Learn about their pupils' interests, likes, dislikes, triggers, historical contexts etc (one-page profiles)
- Provide a supportive relationship with their pupils (build emotional currency)
- Provide a well-ordered environment in which all are fully aware of behavioural expectations (implement consistent structures and routines)
- Respect all children and adults as individuals
- Set high standards of professional behaviour, politeness, self-discipline and respect to all
- Foster and promote good relationships and a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.

#### 2. Teach learning behaviours alongside managing misbehaviours:

- Demonstrate the school's values
- Teach learning behaviours
- Encourage self reflection in pupils' own behaviours both positive and negative
- Provide learning situations that all pupils can access and engage in
- Encourage and praise good relationships, positive behaviours in being (smiling, listening) and doing (holding door open, picking up litter) and work in terms of effort and achievement;
- Reject all bullying or harassment in any form;

#### 3. Use classroom management strategies to support good classroom behaviour:

- Provide a range of class based rewards to encourage positive learning behaviours
- Personalise classroom management strategies to match the class
- Work together and act on support and guidance regarding classroom management, when appropriate

#### **4. Use simple approaches as part of their regular routine by:**

- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently
- Foster the 'Restorative Justice' approach to resolve conflict applying the behaviours associated with our school values and the language used
- Consistently follow the behaviour policy

#### **5. Use targeted approaches to meet the needs of individuals:**

- Take part in the setting up and reviews of Individual Support Plans (ISPs) for those children with more challenging behaviour, who need an adapted approach to successfully manage school life
- Attend CPD on strategies to support high need children, and implement consistently

In addition:

- Care for and take pride in the physical environment of the school
- Work as a team, supporting and encouraging each other
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing)

#### **Governors are expected to:**

- Refer all matters regarding discipline to the Head teacher who, in consultation with relevant parties, will investigate all issues
- Know the school's Behaviour Policy and actively support it, in particular role modeling the expectations at all times whilst in and out of school
- Demonstrate the school values
- Ensure vulnerable students, including looked after children, children with SEN, physical or mental health needs, receive all available behavioural support

## **• 3. Code of Conduct**

There is a School Code of Conduct poster in every classroom.

#### **Pupils code of conduct:**

I will always try my best to:

- Wear the correct uniform smartly throughout the day
- Enter and walk around school sensibly, greeting others politely
- Show respect for my own learning and that of others
- Always complete my work to my best standard
- Help a classmate if they are finding the learning difficult
- Do whatever it takes to help create a safe environment, which respects the rights of others by listening to members of staff and following instructions politely and calmly, and respecting property and the environment.
- Remember I am always an ambassador for St Andrew's.

All staff use positive language, praise and encouragement as part of the learning environment to promote positive learning behaviours. Low level disruption, that interrupts the learning of the class, is not tolerated, and is swiftly and consistently dealt with in line with the behaviour policy.

In extreme cases, each teacher has a walkie-talkie in their classroom and can message through for Inclusion Team support. On arriving at the classroom, the Inclusion team member will assess the situation and either;

- Work directly with the child in the classroom and support self-regulation, reflection and then restoration
- Swap with the class teacher so they can work directly with the pupil and support self-regulation, reflection and then restoration
- The Inclusion Team member may remove the child from the classroom to support self-regulation, reflection and then restoration
- If the child has exited the classroom, the Inclusion Team member will find the child and work with them to self-regulate, reflect and eventually restore the situation.

The situation will be reviewed on a case-by-case basis, in line with the behavior policy. However, in cases where a child’s behaviour is putting others at risk of injury, the child will be removed from the class or the teacher will remove the rest of the class from the risk.

## 4. Rewards and Consequences

Praise and rewards linked to our core values and the development of character will be used to motivate pupils to make the right choice: building on our culture of achievement and success.

### **Behaviour rewards**

Individual		
Verbal praise Stickers House points Head Teacher / Deputy Head Teacher stickers Postcards/ Star of the Day notes and phone calls home	Linked to values and character development	
20 house/values points	Bronze certificate – celebration assembly	Bring certificates to assembly
40 house/values points	Silver certificate – celebration assembly	Bring certificates to assembly
60 house/values points	Gold certificate- celebration assembly Entered into half termly Phase Values Raffle 2 x £5 book voucher	Bring certificates to assembly. Inform office so it can go into newsletter

80 house/values points	Platinum certificate – celebration assembly Entered into half termly Phase Values Raffle. Winners will be taken by a member of the leadership team to Cobham bookstore to purchase a book of their choice.	Bring certificates to assembly. Inform office so it can go into newsletter
Star of the Week	One child from each class will be nominated for a Values Award for exemplary display of the core Value of the Week	
Head Teachers Appreciation Award	At the end of each half term, each teacher selects a child who consistently demonstrates the school values. The teacher writes a postcard home to invite the child to the Head Teachers' Tea Party.	Certificate to be at school office by 9am on Friday  Invitation sent in the post to child's home on last day of each half term
Certificate of Achievement	Each week a pupil from each class will be awarded a certificate based on effort or achievement in their learning	Certificate to be at school office by 9am on Friday
<b>Class</b>		
Collective class reward	Each class will work on a class specific target towards a reward of their choice (golden time, film and popcorn, extra playtime)	Weekly reward for 15 mins or half termly reward for 1.5hrs
<b>House</b>		
Weekly winning house	The House that has won the most house points will be announced each week in celebration assembly	Winning house written into the weekly newsletter
Inter-house competition	Each half term the winning house from the inter-house competition will be announced in the celebration assembly and the house captains will be presented with the house cup.	Winning house colours displayed on the house competition cups

\* House points will be re-set on a half termly basis

### **Attendance rewards**

Attendance is monitored and celebrated every term and at the end of the academic year. We look to encourage and celebrate good attendance and acknowledge improved attendance as well.

We celebrate

- Best class attendance at the end of every term (extra playtime for the class)
- Most improved attendance (visit to book shop with head teacher)
- 100% attendance at the end of the year - allowing for covid and medical appointments and one illness (movie afternoon in the hall with popcorn)

## ***Consequences***

There is a clear set of escalating consequences for poor behaviour choices. If consequences alone are ineffective, close collaboration with parents and careful evaluation of the curriculum on offer, classroom organisation and management will take place to establish and reduce contributory factors. Additional specialist help and advice from the educational psychologist and the local authority may be necessary; these arrangements will always be made with the full involvement of parents, senior leadership and the Inclusion team through the ISP process.

### ***Internal / Fixed-term suspension***

Internal suspension means working within the building but separately from the rest of the learning community for a pre-set period of time. Fixed-term suspension means that the pupil is kept at home.

### ***Permanent exclusion***

The decision to exclude a pupil permanently is a serious one. Permanent exclusion will be considered if a pupil:

- Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy
- Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy

There is no comprehensive list of exceptional incidents, pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This consequence will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

### ***Exclusion protocol***

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines: Exclusion from maintained schools, academies and pupil referral units in England 2017

### **Detentions and Internal Suspensions**

**Stage 5** - Lunchtime detentions held in leadership office or old deputy room. Led by SLT weekly rota and recorded on CPOMS by class teacher

**Stage 6** – After school detentions held in leadership office or old deputy room. Led by SLT weekly rota and recorded on CPOMS by class teacher

**Stage 7** - If internal suspension awarded, then Inclusion Team consult on who is available the next day and how many spaces will be needed

### **Spaces in order of preference**

- Leadership room or old deputy room
- Hub

### **Where to take a child who needs to be removed from the classroom.**

Each situation will need to be evaluated individually. Some children in crisis will not follow the instructions of an adult so the priority is to keep them and others safe until they calm down.

\* If weather dry, keep children outside and walk as you talk to them.

\* If weather is wet, then ask the child to follow you to the following places: The Hub, Old deputy office, art/music room or KS2 library.

If a child is unable to keep themselves or others safe then their parents/carers must be called to remove them from school. If a child exits the schools gates onto the main road, the police will be contacted immediately and then parents alerted to the situation.

### ***Uniform consequences***

Pupils must wear appropriate uniform; this is an important statement of our identity. Parents and carers of pupils who do not wear their uniform correctly will be contacted and asked to bring the missing/correct uniform into the school. If this is not possible then, where possible, pupils will be provided with and expected to wear clean correct uniform items for the day. Persistent failure to wear correct uniform will result in a parental meeting with SLT.

We understand that there may be good reasons why a child is not wearing full uniform. In these cases, parents and carers should share the reasons with us in person or by letter, email or phone call to the school office. We will always be considerate and discrete in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of uniform. In line with our culture of honest conversation with parent or carers, we encourage discussion at the earliest opportunity if there are any difficulties.

## **5. Individual Support Plans**

For those children who need more intensive support with their behavior, we use a tailored approach through the implementation of Individual Support Plans (ISPs). These are written with the class teacher, parent and ISP lead and reviewed half-termly.

The purpose of an ISP is to:

- Identify the challenging behaviours
- Identify triggers
- Identify previously used strategies and their successes
- Decide on a positive behavioural strategy
- Identify consequences
- Set goals, benchmarks and responsibilities for all concerned

The ISP is shared with all relevant staff who interact with the child, so that there is a shared understanding and agreement about how to manage their behaviour in a positive manner that is flexible but still in line with the whole school behavior policy.

<b>Resilience - Respect - Achieve - Contribute - Aspire - Integrity</b> <b>Classroom</b>	Swearing Discriminatory language Racist language Eating sweets/chewing gum in class Refusal to follow instructions Refusal to try one's best in a task Persistent low-level disruption Spitting Purposely touching another child without their consent * See Brookes Traffic light system Pestering, peeking or intruding on someone in a toilet cubicle			Physical aggression Shouting at adults Persistent refusal to follow adult instructions Leaving class without permission Threatening behaviour or bullying (whether in person or online) <a href="#">Repeated swearing despite Stage 3-5 interventions</a> <a href="#">Persistent interruption of the learning</a> Stealing Racist language Homophobic or sexist language/behaviour Without consent: Inappropriate use of touch/language * See Brook traffic light system		Deliberate physical violence Verbal aggression Persistent defiance of instructions Theft Deliberate damage of property Leaving school grounds Homophobic actions/lang Cyber bullying Vandalism to school property <a href="#">Deliberately putting oneself at risk of injury</a> Act of <a href="#">racism</a> Inappropriate and excessive use of touch Sexualized language or images to another pupil/group: online or in person * See Brook traffic light system		Any behaviours that break the common law
	Issues around consent or inappropriate touch or language: use Brookes sexual behaviour traffic light tool to assess level of severity and appropriate next steps.							
	Persistent instances					First instance	First instance	
							Persistent instances	
Stage 1 and 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8		
2 x value based verbal reminders	Time out in opposite classroom (5 minutes). Re-set and welcome	5 minutes loss of play or lunch with class teacher to complete	15 minute lunchtime detention run by extended leadership	Instant after school detention – same day preferable. 30 minutes. Pupil to complete reflection	Internal exclusion (half a day)  Fixed term exclusion (this will be	Permanent exclusion  Follow Trust procedure		

	back into classroom	missed work.  Re-set and welcome child back into class.	Pupil to complete reflection sheet and stored in detention file.	sheet and stored in detention file.  2 x lunchtime detentions in a week – 3 <sup>rd</sup> stage 6 incident results in meeting with parents to discuss behavior (class teacher and SLT to attend)	accumulative, increasing by ½ a day for each incident)  Re-integration meeting with HT, class teacher and parent/carer to agree way forward  Provide governors with exclusion data via Head teacher's termly report  Additional support from outside agencies may be sought and/or a behaviour plan may be drawn up	
Actions by staff  Class teacher to parents of poor behavior choices and record on class behavior log	Class teacher to parents of poor behavior choices and record on class behavior log	Class teacher to parents of poor behavior choices and record on class behavior log	Class teacher to inform parents and log information onto CPOMS	Class teacher to inform SLT of detention.  Class teacher to record on CPOMS, talk to pupil and alert SLT to inform parent.  Signpost to pastoral team for short term support if necessary.	Class teacher to log onto CPOMS alerting SLT and pastoral team.  Class teacher to refer to school pastoral team.  SLT to inform parents.	
In extreme cases, staff will use their walkie-talkie to inform the Inclusion Team of a behavioural issue. This signals an immediate response is needed. Once the situation has been assessed and dealt with, a consequence for the misbehavior is then delivered, case by case.						

**Reflection sheet – stages 5/6/7**

Reasons for my behaviour	Name Date	Consequences of my behaviour
	Description of my behaviour 	How do I feel? 
	 	How has my behaviour affected others? 
		Other consequences of my behaviour? 
Plan for improvement		Pupil _____ Parent _____