

ST. ANDREW'S C. OF E. PRIMARY SCHOOL



**BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR
PRINCIPLES**

‘Growing and Learning Together with God’

Approved by:

Date: September 2021

Last reviewed on:

September 2020

Next review due by:

September 2022

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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
- Develop confident pupils who have respect for themselves, others and their environment
- Create an atmosphere where effective learning takes place

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require 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

3. Definitions

At St Andrew's we believe in promoting a high standard of behaviour through positive attitudes, praise and reward. All our children are encouraged to treat adults and other children with courtesy and parents are asked to support the school in this. We recognise that management of behaviour is developmental and must respect individual children's level of understanding and maturity.

The school will encourage, promote and support appropriate behaviour by:

- A strong emphasis on being part of a Church School and promoting core values and the beliefs of the Christian faith
- A strong focus on social, moral, spiritual and cultural awareness and understanding
- A strong PSHCE curriculum
- Publishing and being committed to a Home -School - Pupil agreement.
- Visual displays in class (e.g. Traffic Light System, class contracts, class ticks, etc.)
- A visit to the Head Teacher/Deputy Head Teacher and other colleagues
- Liaison with parents and carers

- Highlights and comments on positive behaviour through on-going discussion, open evenings and annual written reports

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Head Teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

5.3 The Deputy Head Teacher

The deputy head teacher 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.

The deputy head teacher will monitor behaviour weekly and report regularly to staff, the head teacher and the governing board.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- 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
- Follow the School's Core Rules:
 - We show respect at all times
 - We always try our hardest

7. Rewards and sanctions

The staff and children of St. Andrew's CofE Primary School have a right to work, learn and play in a safe and happy environment, without fear, intimidation, disruption and discrimination. All staff and children have a responsibility to act in a manner which allows others to do this. Therefore we operate a Traffic Light System to support and promote good behaviour. More details of this can be found in Appendix 2.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojos
- Stickers and stamps
- Attendance at Golden Time between 2:45 and 3:05pm on Friday
- Weekly Merit certificates
- Letters or phone calls home to parents

- Class ticks
- Reporting to parents at Parents' Evenings and/or end of year reports
- Termly certificates based on the school values of empathy, responsibility and resilience
- In individual cases, special rewards and systems may be employed after discussion with the deputy head teacher, SENDCo and head teacher

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class (Amber Card)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff (Red Card)
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Incidents of unacceptable behaviour are recorded on a Behaviour Log and monitored weekly by the deputy head teacher (see Appendix 3 for an example).

Incidents occurring at lunchtime will be reported to the class teacher via Behaviour Slips (see Appendix 6) and recorded on the relevant log.

See appendix 7 for template to record meetings with parents.

Throughout all dealings with pupils, the necessity for support and action from recognised agencies will be discussed and initiated if necessary. In exceptional circumstances a child may be internally excluded from class for a period, or excluded from school for a period or permanently excluded by the Head Teacher. In such cases the school will follow guidance in DfE document Exclusion from maintained schools, academies and pupil referral units in England September 2017 (REF: DFE-00095-2017)

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A Red Card
- Internal exclusion or more serious sanction depending on severity

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Stronger Families

- Refer to children’s social care
- Report to the police

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

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

All staff are expected to maintain high standards of behaviour at all times. It is the responsibility of all staff ensure that they understand and follow this policy.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school’s core rules and traffic light system
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Positive Handling Policy for more details)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process and at the beginning of each school year. A record of attendance at training is kept by the deputy head teacher.

Designated staff are trained in the proper use of restraint as per the Positive Handling Policy.

11. Monitoring arrangements

This behaviour policy will be reviewed by the deputy head teacher and full governing board annually. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Positive Handling Policy

Appendix 1: written statement of behaviour principles

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (Behaviour and Discipline in Schools: a guide for Head Teachers and school staff, 2016). The purpose of this statement is to provide guidance for the Head Teacher in drawing up the Behaviour Policy so that it reflects the shared aspirations and beliefs of the Governing Body, staff and parents for the pupils of the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Head Teacher to draw up the school's Behaviour Policy, though they must take account of these principles when formulating this.

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year; it must also appear on the school's website.

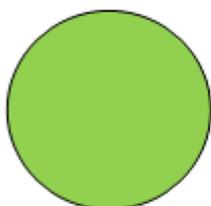
Principles

- The Governing Board of St. Andrew's CofE Primary School strongly believes that high standards of behaviour lie at the heart of a successful school that enables all its pupils to make the best possible progress in all aspects of their school life and work.
- Everyone has the right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- St. Andrew's school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2021.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for their own actions.
- The school's ethos is clearly stated in the Behaviour Policy. This sets out expected standards of behaviour, and is displayed in all classrooms and other relevant parts of the school. The Governing Board expects the policy to be consistently applied by all staff and regularly monitored.
- The school's Behaviour Policy will ensure that there are measures to promote positive behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.
- Sanctions for unacceptable behaviour are described in the Behaviour Policy and known and understood by all staff and pupils and consistently applied.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.
- The Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against the school staff. The Governing Board expects the Head Teacher to draw on the DfE advice, Dealing with Allegations of Abuse against Teachers and Other Staff, when setting out the pastoral support that school staff should expect to receive if they are subject to such an allegation.
- The Governing Board expects the Head Teacher to include some detail on the power to use reasonable force or make other physical contact: the situations in which reasonable force may be used should be stated in the Behaviour Policy. A definition of reasonable force should be included, which should also explain how and when pupils may be restrained. The Governing Board would expect named staff to be trained in the use of reasonable force and restraint as the need demands at any particular time.

- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.
- The Behaviour Policy will include some detail on the power to discipline outside the school dates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governing Board must be satisfied, in all situations arising, that the measures proposed by the Head Teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

Appendix 2: St. Andrew's CofE Primary School Traffic Light Behaviour System

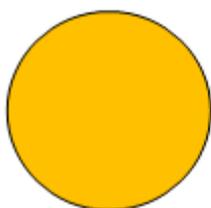
The staff and children of St. Andrew's CofE Primary School have a right to work, learn and play in a safe and happy environment, without fear, intimidation, disruption and discrimination. All staff and children have a responsibility to act in a manner which allows others to do this. Therefore the following Traffic Light System will be used to support and promote good behaviour.



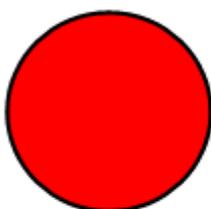
Well done, you are working well and keeping on task!

If you are not making the right choices, then an adult will give you a verbal warning and remind you of the school rules. They may also;

- Ask you to move to a different seat
- Remind you of your choices and consequences



If you continue to not make the right choice then you will be given an amber card and will be sent to another class to complete your work. When you return to class, you will stay on the amber card to remind you to work carefully and continue to try your best.



If your behaviour does not improve after the amber warning, then you will be given a red card. This will mean a 15 minute Time Out with SLT to fill out a restorative justice sheet, an entry in the behaviour log and a phone call home. Certain specific behaviours will result in a red card straight away. These include deliberate violence, racist or verbal abuse, use of swear words, walking away from an adult or refusing to go on time out.

Children who achieve 95% or more green cards (and no red cards) over the course of the week will attend Golden Time on Friday afternoon between 2:45 and 3:05pm.

The following behaviours are SERIOUS incidents which will NOT be tolerated and will result in an instant red card:

- Defiance towards adults
- Spiteful provocation of peers
- Unsafe behaviours – to self and others
- Bullying or intimidation of others
- Lying and/or wasting time when adults are trying to retrieve the truth
- Refusal to follow instruction (one repeat allowed)
- Purposely touching personal belongings of others or disrespecting/damaging property, including personal belongings
- Racist or discriminative language or behaviour
- Use of foul language (including public use under-breath and towards others)
- Answering an adult back
- Disrespect or sarcasm towards an adult
- Challenging an adult to be accountable ('why' questions)
- Deliberately doing something after an adult has asked you not to
- Purposely coughing or spitting at, or towards, any other person
- Deliberately not following rules relating to safety regarding Coronavirus
- Failing to enter/exit the school from the correct entrance
- Failing to wash or sanitise hands when asked
- Being in an area of school without permission
- Deliberate poor hand or nasal hygiene and not disposing of tissues correctly

What is the value for this half term?

Why did you have a time out with SLT today?

What do you think and feel about that?

Who has been affected by your actions and how?

What will you do differently next time to ensure you don't get another red card?

What is the value for this half term?

Why do you have an internal exclusion today?

What do you think and feel about that?

Who has been affected by your actions and how?

What will you do differently next time to ensure you don't get another internal exclusion?

Appendix 6: Lunchtime Behaviour Slips



Behaviour Slip

Pupil's Name..... Class.....

Poor <u>Behaviour Choice</u>	Actions	Date and time
Where did incident take place?	Reported to:	Staff member

Appendix 7: Parent Meeting Record



Parent Meeting record

Date/ Meeting requested by	Pupil Name	Parent name / Teacher name	Concern
Actions, support and advice given.			

Appendix 8: Behaviour Contract

Reason for Contract

.....
.....

People

St Andrew's C of E Primary would like to be involved with this contract so that they are fully aware of the behaviour is aiming for.

Behaviour Targets

..... is going to aim for these targets in order to improve his/her behaviour.

.....
.....

When the Targets are Achieved

.....
.....

Unacceptable Behaviour

We agree that the following are unacceptable:

.....
.....

If the Unacceptable Behaviour Continues

.....
.....

Review

This contract will be reviewed in weeks

Signed:

Child

.....
Parent/Guardian

.....
Teacher

.....
Deputy Head Teacher

Date:

Appendix 9: Weekly Report

Name:

Date:

	Morning	Lunch	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			