



Behaviour Policy

Inspire Challenge Succeed

At our Church of England school, our vision is that our pupils will leave All Saints' as confident, resilient and reflective individuals who live their lives through a foundation of strong Christian Values and develop a lifelong love of learning along with a curiosity and respect for the world and people around them.

Review Frequency	Every 2 years	Approval Level Required	Full GB
Approved by:	Full GB	Approval Date:	14 July 2021
Signed:		Print Name:	Katie Haselhurst

Good behaviour is a necessary condition for effective teaching and learning to take place and an outcome of education which society rightly expects.'
(First sentence of "Education Observed, 5")

Introduction and background

It is essential to recognise that behaviour is a form of communication; practitioners have to look beyond the behaviour and analyse its function. A common principle in behaviour management is looking for the message an individual is communicating through their behaviour: 'All behaviour has meaning'. This is core to functional analysis. This means that presenting behaviours may need to be interpreted with care and with consideration to underlying issues such as pain or distress. This is particularly the case with young people with special needs but all children and young people demonstrate their feelings through their behaviour.

The majority of children and young people demonstrate behaviour that is perceived as both appropriate and good. However, there are a minority of children and young people who exhibit challenging behaviour. Challenging behaviour is defined as "culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities" (Emerson, E, 2001).

Common types of challenging behaviour include self-injurious behaviour, aggressive behaviour, inappropriate sexualised behaviour, behaviour directed at property and stereotyped behaviours. This policy has been developed to help us prepare for and appropriately manage this challenging behaviour.

This policy will:

- 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 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](#)
- [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 should publish their behaviour policy online

Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Defiant and disruptive behaviours

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Peer on peer abuse
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 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)

Bullying (See also the Anti Bullying and Cyber Bullying Policy)

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
Racial	Racial taunts, graffiti, gestures
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

Roles and responsibilities

The governing body

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

The headteacher

The headteacher 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 headteacher will also approve this policy. 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:

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.

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

Statement of Behaviour Principles (See Appendix 1)

A statement of behaviour principles is written by governors and reviewed every four years.

At All Saints', our Statement of Behaviour Principles :

- Guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils
- Are consulted upon with the headteacher, school staff, parents and pupils
- Are published on our school website

Expectations

Our expectations cover behaviour in classrooms, in the hall, at lunchtime, on the playground and at other times. They are developed through discussion with children in Personal and Social, Health Education sessions and in:

- class with the teacher and then displayed as a set of class rules
- whole school assembly with the Headteacher and class teachers

Our expectations are expressed clearly in our class rules, which are negotiated and agreed within each class. These may sometimes be adapted to fit in with a particular theme, e.g. Anti-Bullying Week etc.

Promoting and Supporting Good Behaviour

In order to celebrate achievements and develop children's self-esteem, promoting good behaviour and a sense of responsibility for personal actions towards self and others we have initiated a policy for behaviour management throughout the school. Behaviour is managed in an agreed format at whole school and classroom level in the following ways:

Whole School Strategies: Parent partnerships

Parents and carers work in partnership with the school to have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage good behaviour at home. To make this partnership clear on their joining the school parents/guardians and pupils are asked to sign a Home School Agreement outlining the rules and expected behaviour.

The school has high expectations of behaviour outside school and will take steps to promote appropriate standards, this especially applies on journeys to and from school, behaviour when attending events at the school and on school visits. This policy will be available to all parents on request or via the website.

In some cases, more extensive support is required. If this is the case the SENDCo will support the teaching team in devising an Individual Support Plan. Advice from outside agencies may be sought and built into the plan.

Class Management Strategies

We aim to foster an environment in which emotional resilience and social competence are encouraged alongside quality thinking and learning. The following expectations apply in everyclass:

- listening without interruption
- keeping on task
- taking care of equipment and facilities
- treating others with respect, politeness and consideration
- acting in a safe manner
- ensuring opportunities are provided for all
- not distracting others
- acting in a responsible manner beyond the classroom
- noise level appropriate to task
- maintaining a tidy working environment
- taking responsibility for your own personal possessions

Promoting Positive Behaviour in the Classroom

- provide a pleasing and functional environment
- prepare appropriate materials
- arrive in the class in good time
- plan for mixed abilities and learning style
- have appropriate seating / grouping arrangements / check particular seating position for children demonstrating difficulties
- have clear routines
- state positive rules and make known the consequences for rule breaking
- encourage and praise positive behaviour
- enable and maximise pupil's personal responsibility
- develop good working relationships with pupils
- maintain consistent school approach
- use the support of other professionals and parents to promote discipline
- when an incident occurs always refer to the behaviour not the child
- contact the SENDCo if a particular pupil is causing concern, to observe behaviour in the classroom.

Intervention for Handling Low Level Disruption

- tactical ignoring whilst encouraging on-task behaviour
- tactical ignoring with simple directions / rule reminders
- use of non-verbal message, eye contact / body language
- proximity praise
- employ simple directions and a thank you
- rule restatement "You know the rule about..."
- distractions or diversions – asking pupil to help you or asking questions

- defusing conflict – not overreacting to outbursts, expect compliance
- take the pupil aside – “What are you doing? What should you be doing?” If the pupil challenges keep referring to the rule or expected behaviour
- giving simple choices leaving the pupil with responsibility for the consequences
- relocating the child’s work or activity situation
- when necessary employ exit procedures

System of stepped sanctions

Sanctions are used to help pupils make appropriate choices about their behaviour. Where children break the school rules they have the right to expect fair sanctions, applied consistently taking into account any special circumstances or special needs.

All Saints’ Behaviour Steps

If a child’s behaviour falls below the level that is expected these are the steps that will be followed:

Step 1: The child’s name will be placed on the board

Step 2: The child will miss some of their playtime

Step 3: The child will go to their partner class for time out or to complete their work

Step 4: The child will be sent to Mrs Lamb (headteacher) or Mrs Kemp (senior teacher)

Step 5: The school will contact parents to talk to them about their child’s behaviour

Intervention for Handling Break-time and Lunch time issues

- strategies outlined above
- increased supervision of a pupil or group of pupils
- staff organise play activities and provide plenty of equipment
- removal of equipment resulting in conflict e.g. sticks
- limiting permitted area for free play for certain individuals
- splitting individual children up
- help children re-negotiate rules of game
- reinforcement of advice before break and checks at end of break
- reinforce specific targets linked to Behaviour Support Plans

Searches and Confiscation:

In line with the DFE Document ‘Searching, Screening, Confiscation: advice for schools’(DFE-00034-2014 updated September 2016):

‘Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.’

What can be searched for?

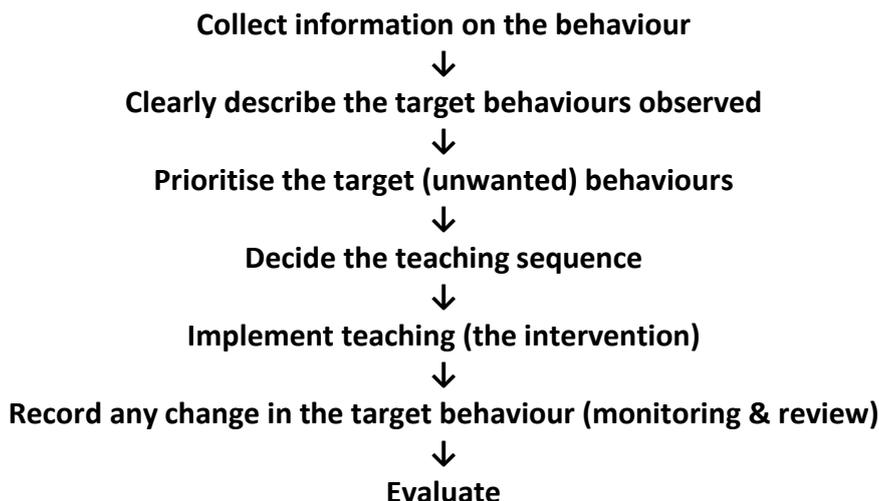
The law says that the following items can be searched for:

- Knives, weapons, alcohol, drugs and stolen items
- Any article that a member of staff reasonable suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property
- Any item banned by the school rules including mobile phones, electronic games.

School staff may seize any prohibited item found as a result of a search of a pupil or their property. Staff may also seize any item which they consider harmful or detrimental to school discipline. Depending on the type of item confiscated, it may be passed directly back to a parent, returned to the child at a later date or handed to the police. The school also has the right to retain or dispose of an object where appropriate i.e. a lighter or matches.

Breaking the Rules / Sanctions

If a child chooses to break the class rules and behaves or acts towards others or themselves in an unacceptable way the following model is put into action



Use ABC (antecedents, behaviour, consequences) behaviour diaries, SMART* and 'toads' (talking out of turn, out of seat, attention problems, description).

***THE SMART PRINCIPLE** - **S**pecific **M**easurable **A**chievable **R**elevant **T**ime limited. State the behaviour to be targeted in clear language that you can "see and / or "hear".

Reckless or dangerous actions

If a child behaves in a reckless or dangerous manner e.g. risking the safety of others or school property, then parents will be contacted as soon as possible without taking the stages of the step-by-step approach described above. Parents will also be contacted as soon as a child exhibits behaviour likely to put them at risk of exclusion.

Intentional misuse of the internet

Pupils who engage in unacceptable use of the internet may face action in line with this policy. Children may have their use of the internet withdrawn or limited and parents will be contacted.

Early years behaviour management

Children arrive in school with many different expectations of what constitutes good behaviour. Social behaviour, group behaviour, learning behaviour and school behaviour are in effect new skills to be learned. For these reasons, behaviour modification is dealt with in a different manner in the Early Years. Children are

given time to adjust to school expectations and the school responds to their needs. Much time is given for observation of children in their new learning situation, in order to meet their needs. Admonishment by the teachers or removal from a situation are the normal sanctions applied at this stage, although the emphasis is on positive role models and praise for positive behaviour in any situation.

Biting Incidents

If a child bites another child, then the Headteacher must be informed and she will then talk to the children involved. The teacher will inform the parents of all children involved. The incident must be recorded. If the bite draws blood, medical advice must be sought. Repeated biting incidents may result in a temporary exclusion for the safety of all parties.

Behaviour Logs and Monitoring

Serious behaviour incidents are recorded on individual incident forms (Appendix 2). These forms are completed by staff who have dealt with the incident and a copy is passed to the class teacher and the headteacher. Some incidents will be followed up by the headteacher but this is assessed on a case by case basis.

Class incident logs are completed and submitted to the headteacher each month. These logs can include incidents of 'misbehaviour' and 'serious misbehaviour' (see definitions within the Statement of Behaviour Policy). These monthly behaviour logs enable the headteacher to carry out overview monitoring to gain an overview and understanding of patterns of behaviour, frequency of incidents and children who may require individual behaviour support plans.

Exit Procedures / Seclusion and Exclusion

If it is necessary to remove a child from the class the teacher will send for the Headteacher, Senior Teacher or another member of staff by sending a child with a message to the school office.

- The pupil should be exited from the room if they are seriously and / or persistently infringing the rights of the pupils and / or the rights of the teacher.
- Ideally, the pupil should have been given a clear choice between conformity or exit prior to initiating exit procedures
- All actions taken must follow safe handling guidance and ensure that risk is minimised
- If the child refuses to leave then it may be appropriate to ask the rest of the class to leave
- Immediately following the exit of the pupil, the teacher should re-establish working relationships with the rest of the class

The child will be removed to a place of safety where an adult will supervise them. If necessary, parents will be informed and appropriate action will be taken, possibly involving a period of internal exclusion, where the children complete their work in a different class or in another room supervised by an adult and does not participate in activities with their peers.

Offsite behaviour

The Education and Inspections Act 2006 gives schools the statutory power to impose sanctions designed to regulate student behaviour, where reasonable. This would apply to situations such as a pupil's journey

to and from school, when on school visits and when a student is representing the school.

In such circumstances, sanctions will only be applied on the school site under the supervision of a member of school staff. The code of conduct, sanctions and rewards will apply to students travelling to or from school, or wearing school uniform, or in some other way identifiable as a pupil at the school. In making such judgments staff should consider whether or not the conditions above apply, that 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.

Remote Learning

The school expects all pupils to behave appropriately when online in MS Teams/ Zoom lessons in line with our Behaviour Policy. Staff will explain the protocols for behaviour and learning – for example mute microphones, keep cameras on, use the hands up function and post questions within the chat. We have high expectations of all pupils for their online lessons.

Pupils must also not record any session or screen shot any images of staff or pupils during live or pre-recorded lessons. If a pupil misbehaves during an online lesson, he/she will initially be given a warning, if appropriate, and if the poor behaviour continues the member of staff will remove the pupil from the online lesson and parents will be contacted immediately after the lesson.

Parents are reminded to monitor their child online and to remove their child from the lesson if their behaviour falls below the expected standard.

Use of reasonable force to control or restrain pupils

At All Saints' CEVC Primary School, the use of reasonable force (restraint procedures) is an absolute last resort, however, in accordance with the Education and Inspections Act 2006, All Saints' CEVC Primary School staff who are authorised by the Headteacher, have the right to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied;
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

It is very rare for these measures to be necessary. Any incidents would be recorded in our incident file and parents informed. Designated staff are fully trained by accredited behaviour trainers in the use of de-escalation and restraint procedures.

Fixed-Term and Permanent Exclusions

The school rarely uses formal exclusion. However, in response to a serious breach, or persistent breaches, of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, short term will be undertaken in the first instance.

Please refer to the school's Exclusion Policy

Inclusion and Equal Opportunities

The behaviour policy is monitored to ensure that all children have equal access to a high quality education and to meet our obligations under the Equality Act 2010 regarding pupils with protected characteristics. This is achieved through:

- Monitoring of the effectiveness of the policy by staff and the Senior Teacher
- Monitoring of all exclusions and instances of internal exclusion, focusing on the impact on minority groups
- Involvement of the governing body in the analysis of the results of parental feedback, questionnaires and meetings with the Parent Forum
- The behaviour policy will be adapted to meet the needs of the individual, children with disabilities or special needs will have the policy adapted through ISPs to ensure appropriate strategies are used. All reasonable adjustments will be made according to each individual child's needs.
- All strategies used must meet the school's Child Protection and Safeguarding Policy.

This policy is implemented in conjunction with:

- Child Protection and Safeguarding Policy
- Equality Policy
- SEND Policy
- Anti-Bullying and Cyber Bullying Policy
- ICT, Internet and Mobile Phone Acceptable Use Policy
- Exclusions Policy

Overview of rewards

As a school we recognise that explicit and regular praise should be used for all types of achievements, including good behaviour. On a day to day basis, all staff are actively identifying and praising good behaviour. All adults in the school can give praise and rewards to children, according to the year group they are working with.

In addition to the information outlined in the policy, below is a summary of the systems used in each year group, appropriate to the age of the children. Teachers constantly evaluate the effectiveness of these and may change them according to the needs of each individual child or class.

Reception

A cloud behaviour system is used where all children start on 'sunshine' every day. A warning and raincloud is used for bad behaviour. A rainbow is used for extra special behaviour. If a child reaches the rainbow, then they get awarded a team point.

The class are divided into 5 teams. Children can get a class dojo point for following behaviours: good manners, kindness, good tidying, trying really hard and helping others. At end of each half term, winning team gets a treat!

Acorn Class also have kindness bucket. If they do an act of kindness they colour in a special heart, which is added to the bucket. Hearts are given for children when they display positive behaviours good friendships and that they have helped others.

Year 1

A cloud behaviour system is used where all children start on 'sunshine' every day. A warning and raincloud is used for bad behaviour. A rainbow is used for extra-special behaviour. If a child reaches the rainbow, then they get awarded a team point.

The class are divided into 4 teams. Children can get a class dojo point for following behaviours: good manners, kindness, good tidying, trying really hard and helping others. At end of each half term, winning team gets a treat!

Year 2

Class dojo points are added for good behaviour and can also be removed when class rules have been broken.

The class are divided into 4 teams. Children can get a team point for following behaviours: good manners, kindness, good tidying, trying really hard and helping others. At end of each half term, winning team gets a treat!

Year 3:

A traffic light chart where every day the class start at green and can move up to either silver (lime light) or gold (simply the zest). If a child receives a warning they are moved down to orange and then if they continue, they move down to red. This results in being removed from the class spinner and not in with a chance to win from the prize pot.

Team points are awarded to the 5 class teams and then at the end of the term they get a team treat. The recognition board highlights positive behaviour and the teacher sends an email home to a 'proud parent' for special efforts.

Year 4:

Good learning choices are an expectation in Year 4. A Wow Wall celebrates a positive attitude to learning and work which goes above and beyond expectations. These are read aloud to the class at the end of the school day to along with examples of behaviour and conduct that highlights positive behaviour choices.

Although the focus is on positive behaviour, for poor behaviour, children are given a verbal warning, their name is written on the board and then minutes are missed from break time.

Year 5:

Raffle tickets are given out to children for exhibiting positive behaviour. These go into a jar and at the end of the week names are drawn and these children get to choose a small prize.

For poor behaviour, children are given a verbal warning, their name is written on the board and then minutes are missed from break time.

Year 6:

Postcards are sent home to children in recognition of good behaviour and positive attitudes to their work. These are related to effort and achievement as good behaviour is the expectation for children in year 6.

General/whole school

Children who have worked exceptionally hard, have completed high quality work, made an improvement in their work, reached a target for work and/or behaviour or who have a particular achievement (in or out of school) are often taken to the Headteacher for specific praise and receive a Headteacher Award sticker or certificate.

Raising concerns about behaviour or anything in this policy

Staff who have a concern about a pupil's behaviour should bring it to the attention of a member of the Senior Leadership Team as soon as possible. All staff should consistently follow the procedures in this policy, however, if you think the effectiveness of this policy could be improved, updated in anyway, or you feel uncomfortable about something in this policy, you should also report this to the headteacher.

Appendix 1
All Saints' CEVCP School
Statement of Behaviour Principles

1. Aims

This statement of behaviour principles aims to:

- Offer guidance so that the headteacher can draw up the school's behaviour policy.
- Set out the ideals that we share and reflect the aspirations we have for staff, children and parents.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This statement takes into account:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Education Act 2002](#)
- [Special educational needs and disability \(SEND\) code of practice](#)

3. Statement of behaviour principles

- 1) Every pupil understands they have the right to feel safe, valued and respected.
- 2) Every pupil has the right to learn free from the disruption of others.
- 3) All pupils, staff and visitors are free from any form of discrimination.
- 4) Staff and volunteers set an excellent example to pupils at all times.
- 5) We will seek to foster an atmosphere of respect between staff, children, parents and governors that permeates all aspects of school life.
- 6) Rewards, sanctions and reasonable force are to be used consistently by staff, in line with the behaviour policy.
- 7) The behaviour policy clearly sets out the expected standards of behaviour and should be understood by all pupils and staff.
- 8) School rules are clearly set out in the behaviour policy and displayed around school.
- 9) The school will provide a vibrant, relevant and exciting curriculum in the knowledge that children who are engaged in their learning are less likely to disrupt the learning of others.
- 10) High standards of behaviour are essential in creating the right conditions for learning and achieving our wider aims as a school.

Nurturing relationships with parents and children

- 1) All children are helped to take responsibility for their actions.
- 2) All children are given the tools and support they need to do their best.
- 3) We believe that all children are capable of good behaviour. Identifying the underlying causes of poor behaviour is paramount in order to effectively tackle it.
- 4) Support will be provided fairly to all children including more vulnerable children so that they have access to the same educational opportunities as their peers.
- 5) Parents play a key role in helping achieve our shared aim of the best possible outcomes for every child.
- 6) We will endeavour to create an atmosphere of mutual respect where the school and parents are able to share information in order to foster good relationships between home and school life.

Sanctions and rewards

- 1) Fixed term and permanent exclusions are an absolute last resort and will only be considered in extreme circumstances.
- 2) Our approach is based around promoting and rewarding good behaviour rather than just tackling poor behaviour.

The governing body

- 1) Emphasises that violence or threatening behaviour will not be tolerated under any circumstances.
- 2) Highlight that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated whether this be face to face, on the telephone, via email, social media or by any other means. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- 3) Recognises that outstanding behaviour management relies on skilled staff and we commit to providing all staff with the appropriate levels of training and support that enable them to carry out their roles effectively. This includes how and when physical intervention may be required.

Duties

The staff have the right to search pupils in line with the Department for Education. We recognise its our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage

**APPENDIX 2
ALL SAINTS CEVCP SCHOOL INCIDENT/ ACCIDENT REPORT FORM**

Name of pupil	Date of birth	Class	Your name and position in school

Nature of incident/ accident

Date:

Time:

Detail the incident – who was involved, triggers, verbal interactions, physical behaviours and if any injuries occurred.

Detail actions taken – what sanctions were carried out (See Behaviour Policy), who was informed (staff / parents)

Behaviour Flowchart

