

ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL, BRADFORD



BEHAVIOUR POLICY

Reviewed and updated in January 2023

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We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 * The Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for head teachers and school staff (DfE 2014)

Ethos:

We have high standards of expected behaviour at our school. These standards are based on an expectation that all members of the school community will have mutual respect for one another. Within our School Vision we embrace key concepts that include; ***working together to create a safe and inspiring environment, through which we encourage everyone to grow as learners, building trusting, nurturing and generous relationships, enabling everyone to become the best versions of themselves, as God wants us all to be.***

All children, staff, parents, governors and visitors have the right to feel safe at all times, in school, achievable through a proactive model of positive reinforcement. This policy sets out how staff can promote a positive and caring environment that will allow children to reach their individual goals and aspirations, at All Saints Church of England Primary School.

We believe that good behaviour plays a key role in achieving our mission of being:

“A united and caring community of learners”

Aims:

1. To enable teaching and learning to take place in a calm, orderly atmosphere and promote good mental health and positive relationships between all members of the School community.
2. To create appropriate opportunities for children to seek forgiveness and work towards reconciliation.
3. To support a Christian ethos where individuals flourish and feel valued; where personal endeavour is encouraged and to ensure the promotion of high morale.
4. To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than reprimand.
5. Staff to understand that **all** behaviour is a form of communication and as such we need to have the right tools to identify at an early stage mental health difficulties and support appropriately, where necessary seeking external expert advice.
6. To ensure that all members of our school community are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.

7. To state and promote the strategies necessary for ensuring a high standard of behaviour; to have a set of rewards, attainable by all pupils, as well as a clearly defined range of acceptable and unacceptable behaviours that pupils understand.
8. To involve parents in recognising and celebrating positive behaviour through certificates, rewards, celebration assemblies and direct feedback.
9. To work closely with families when pupils are demonstrating behaviours that negatively impact on their individual achievement or that of others.

NB for some children the whole school behaviour system is inappropriate and a more individual approach is required. This will be discussed with families, the pupil and key members of staff. In some cases, the Inclusion Lead may seek support from Behaviour Support Service and the pupil will be placed on the SEND register at an appropriate level.

All Saints' Church of England Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Anti-bullying policy
- Safeguarding Policy
- Pupil Exclusion and Suspension Policy

Teachers at All Saints CE Primary School have a statutory power to discipline pupils for misbehaving outside of the school premises. **Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."**

The school rules should be promoted and encouraged at all times using positive strategies and methods. The school rules are:

Behaviour Management in the Early years at All saints

We currently have five classes across our Early Years. Two nursery and three reception. As a school we have made the decision to fine tune our behaviour management to really respond to the development stage of the children within this phase. As a result, the strategies used are somewhat different to Key Stage 1 & 2.

Class teachers will introduce two of the colours used in the pupils' behaviour management system to allow the children to develop an association that will support their understanding when they move into Key stages 1 & 2.

Overview of behaviour management in the Early Years:

Visual focus point	Strategies for implementation
Red colour	Range of agreed approaches, dependent upon severity

monster	of behavioural event: Discussion with child about expected behaviour. Time out (member of staff sits alongside child), follow up discussion with child regarding behaviour. Time out in different EY classroom. Session with member of SLT. Contact with parents to discuss issue and work with child to guide them towards more positive choices.
Green colour monster	Stickers, pom poms in the jar, positive, verbal praise, uploading positive images onto school dojo to share with parents, postcards home, whole class treats

Use of Dojos for managing behaviour of pupils through School:

All staff to use the class dojos to reward and manage behaviour in school. Individual teachers may vary how they use the dojos, within their own classrooms, particularly with regards to rewarding/responding to groups of pupils.

However, the following protocols should be implemented throughout the school:

Every academic year the pupils will restart their individual points tally and have a new opportunity to reach gold.

Individual Goals	Whole Class goals
<p>Teachers should reward pupils for the following:</p> <ul style="list-style-type: none"> • Outstanding behaviour & attitude • Work completed at an expected or above expected level • Homework handed in on time & response to the level of effort <p>The number of dojos given to reflect the overall level of achievement, between 1 – 5)</p>	<p>Teachers should discuss with the class agreed 'rewards' at the beginning of the academic year. Totals should be displayed & referred to as an aid to encourage positive & collectively responsible behaviours.</p> <p>Whole class dojos to be given out to reward collective achievement.</p>
Individual Pupil Rewards	Whole Class Rewards (Completed when the majority of the class have achieved each level)
<p>Bronze Level: pupils to be presented with a school pencil & a message sent to parent about their child's achievement 50 points</p> <p>Silver Level: pupils to receive a printed certificate & small prize to be presented in the achievement assembly; a message sent to parent about their child's achievement 100 points</p> <p>Gold level: pupils to receive a printed certificate, larger prize & parents to be invited to the achievement assembly to witness their child</p>	<p>Bronze level: small class treat e.g. extra PE lesson or an extended/extra playtime</p> <p>Silver level: larger, school based, class treat e.g. electronics morning; class film</p> <p>Gold Level: offsite trip e.g. local park or cinema or Bradford based attraction; class to stand up in achievement assembly & a message</p>

receiving the award.
150 points

sent to parents about their child's achievements

Contact with parents:

All class teachers should enable access for parent's to view their child's achievements. Staff & parents can use this portal to relate messages directly relating to the dojo system.

The dojo platform should be used to share achievements only. If staff have concerns about a child's behavioural presentation or academic achievement, an appointment should be organised for a 1:1 meeting. SLT will support these meetings through Staff requests.

Behaviour Management & Sanctions:

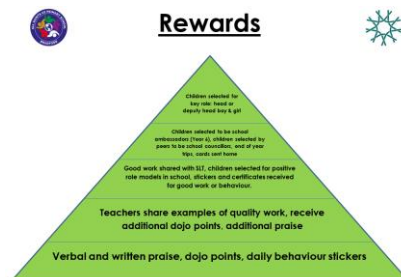
All classrooms will display the behaviour triangles. The triangles clearly lay out the expectations of the school, in terms of rewards; what pupils can expect to receive if they follow school rules and always try their best, behaviours; a graduated list of school's definition of different behaviours and corresponding sanctions applied, dependent upon the level of severity. (Appendix 1)



When sanctions are applied, pupils should be helped to understand why a particular behaviour is not acceptable. There will be opportunities for pupils to reflect on their actions and guidance given on developing more positive self-regulation.



Positive pupil behaviour will be celebrated and rewarded. The Green behaviour triangle outlines the agreed School reward system for pupils.



Sanction Procedures

Children should be the behavioural school.

explicitly taught about management system in

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Staff should consult SLT for clarification and guidance.

Where children show genuine remorse and seek forgiveness staff should use their professional judgement in response before deciding the level of sanction to be imposed, including giving children a 'second chance'.

Families to be welcomed and involved in the behaviour management process. We will actively encourage families/carers to work with the School to support their child.

All staff should record significant issues on CPOMs, including the corresponding actions taken to guide the pupil towards making positive, future choices. The CPOMs record is an important for tracking and monitoring behaviour.

Behavioural responses in school include:

Class based missed playtime: this should be adopted for pupils who have not completed work at their expected *individual* work rate or for low level, persistent disruption; Staff to manage this through the TA remaining in the classroom over the break period & taking their 15-minute break before or after the break period.

[Year groups may wish to operate a rota system so only one classroom is used per missed break time & therefore fewer staff will be affected]

Room for Improvement: lunchtime provision supervised by SMT/SLT; opportunities given to pupils, who have been put onto red report, to reflect on their behaviour and explore making more positive choices. This provision is for pupils who have made poor behavioural choices, such as hurting another pupil or have been refusing to work.

Learning Mentor lead sessions: lunchtime provision in allocated areas around the school; target pupils to be allocated to these spaces. One to one or small group sessions to reflect on actions and be guided towards more positive self-regulation. These sessions may also be used to help children resolve their differences and work towards full reconciliation.

Report cards: white reports (issued and monitored by individual class teachers) & red reports (issued and monitored by SLT) to be used to closely monitor individual pupil's behaviour over an agreed period of time. Parents to be involved in this level of response.

Lunchtime behaviour management:

On occasion were a pupil misbehaves in the dining hall (deliberately dropping food/ shouting/ disturbing others when they are eating), lunchtime staff can direct them to help with the tidying up. During this time, the pupils will be encouraged to reflect on expected behaviour in the hall.

1st Tier on the Behaviour & Sanctions Triangle:

Behaviours include: *Work incomplete due to lack of concentration, unacceptable behaviour during playtime/lunchtime, disruption in class, assembly*

Responses include:

Non verbal signals, polite requests, direction given to pupils about teacher/school behavioural expectations. Staff to utilise the agreed classroom rules and ensure pupil understands, through verbal warning how they can make the correct choices.

2nd Tier on the Behaviour & Sanctions Triangle:

Behaviours include:

Repeated disruptive behaviour; name-calling; pushing and shoving of peers; poor attitude/ calling out in class or assembly

Responses include:

Moved within the class room; moved to sit in external intervention space (with adult)/sent to the Hub for one lesson. Further explanation about expected behaviours in School; issue recorded onto CPOMs, pupil moved on class behaviour chart, class teacher call to parents to discuss behaviour & agreed response/actions/follow up.

3rd Tier on the Behaviour & Sanctions Triangle:

Behaviours include:

Non-compliance, refusal to work; aggressive behaviour, swearing; bullying a peer/s, rude to staff; vandalism, stealing, cheating, lying

Responses include:

Pupil to go onto a white report, monitored by the class teacher; parents to be contacted and teacher to arrange a meeting in school; miss playtimes, time out spaces to be agreed SLT.

4th Tier on the Behaviour & Sanctions Triangle:

Behaviours include:

Continuous non-compliance, systematic bullying, all forms of discrimination, weapons in and/or violence in school

Responses include:

SLT involved and behaviour plan to be devised for the pupil; parents involved and encouraged to take an active role in supported the pupil to make the right choices. Additional meetings to be arranged to closely monitor the pupil's progress; red report, pupil to access Room for Improvement and 1:1 sessions with a member of the Pastoral team.

5th Tier on the Behaviour & Sanctions Triangle:

Behaviours include:

Continuous non-compliance, repeated systematic bullying, repeated acts discrimination, repeated weapons in and/or violence in school

Responses include:

SLT to consider short term or permanent exclusion. Parents to be involved in decision making and SLT to consult with the School governors. External agencies to be involved to look at alternative placements for the pupil. Continued support provided for the pupil to strive towards self-regulation and more positive outcomes.

Further school strategies for managing pupil behaviours:

- Removal of class treats
- Complete a behaviour assessment profile to identify specific targets
- Involvement SENCO: consider behaviour intervention/SEN register
- Learning mentor involvement and creation of a pastoral support program

Governors

Governors will be informed of serious incidents that result in exclusion, on a termly basis.

Reasonable force

On rare occasions, staff may have to use measures, including reasonable force [staff trained in Team Teach methods should be sent for the restraint and/or the removal from a specific area], to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school.

All incidents, involving the physical handling of pupils, must be carefully recorded on CPOMs.

Powers of search

On rare occasions it may be necessary to search for and confiscate inappropriate items which are brought into school. Staff may also need to search for alleged stolen property. These items will be retained and returned to parents and/or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child. The relevant authorities will be contacted, including the LADO and Social Care. If a member of school staff is alleged to have carried out some form of abuse, the Headteacher will discuss the situation with the Bradford LADO and follow the correct protocols.

All staff will be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. It will be made clear to all staff that they have a role to play in preventing it and responding where they believe a child may be at risk from it. [Annual training & intermediate top up sessions ensure that all staff remain up to date with Safe Guarding procedures.]

Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff including exclusion.

School has a number of Safe Guarding Leads within school and will contact Bradford Authority LADO for further support and advice.

Serious Incidents, Exclusions and Suspensions

Where a child persistently misbehaves, or there is a serious incident the Head Teacher or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the head teacher may choose to exclude or suspend the pupil. This may include internal suspension, lunch time suspension or suspension (fixed term), or exclusion (permanent) at home. Parents will be informed of the decision. These extreme behaviours might include (although not exhaustive):

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property;
- Racist remarks or behaviour
- Any form of discrimination Verbal abuse to adults – comments, swearing or suggestions which could cause significant offence
- Homophobia
- Persistent defiance to adults, both verbally and non-verbally
- Disregard of/deliberate damage to other people's/school property
- Bringing weapons/dangerous items into school
- Any behaviour that puts themselves and/or others at risk of harm

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

Date: January 2023

Approved by :

Date of next review: January 2024