



All Saints Church of England Primary School

“Do Everything in Love” 1: Corinthians 16:14

Behaviour Policy

Reviewed by	Signed (Chair)	Date Reviewed	Review Due Date
Board Of Governors		March 2021	March 2022
Board of governors/ SLT		November 2022	

INTRODUCTION

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Many behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques (punishment). Positive procedures are constructive, in that they teach alternative responses and build self-esteem. All of this is carried out in the true spirit of our deeply Christian ethos.

This behaviour policy is intended to help children's understanding of right and wrong behaviour and to understand the reasons behind such behaviours. It is also important that the children feel they are forgiven and forgive any wrongs in the spirit of Christian forgiveness. This policy and our procedures draw upon the research and evidence based approaches of Paul Dix and in particular, his publication, 'When The Adults Change' as well as research based practice: The Thrive Approach and Emotion Coaching.

However, the role of the school goes beyond simply maintaining order, important as that is. We play a vital part in promoting the spiritual, cultural, moral, social, mental, emotional and physical development of children. It is important that we assist children to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the community around them and in all of their behaviours ask themselves... *'what would Jesus do?' and are you ready, respectful and safe?*

The ethos of the school has a clear vision of the Christian values which matter within the school and in the community around it. Our Key Christian values are – Courage; Service and truth

We believe a partnership between home and school is vital in ensuring that we provide the very best education, environment and example for each child. Teachers and adults in school along with parents have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals. All staff in school commit and engage with our commitment to unconditional positive regard for every child.

Vision

“Do everything in love”

1 Corinthians (16-14)

Mission

Love to learn and learn to love

At our school we have high aspirations for all our community to grow, to be well rounded and confident with a strong sense of self-worth. We teach children to love to learn and learn to love, respectfully and inclusively.

Values

Courage (to take risks with our learning), **Service** (doing things for others as well as ourselves) **and Truth** (be honest with ourselves and each other)

What do we aim to achieve with regards to behaviour?

We aim to:

- Understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively, asking children *Are you ready, respectful and safe?*
- Demonstrate unconditional positive regard for every child
- Provide structures and strategies to empower children to manage their own behaviour and communicate appropriately during times of need;
- Promote emotional regulation and independence, enhance communication and raise self-esteem; (Thrive/ Emotion Coaching)
- Provide children with alternative opportunities to express emotional state e.g. Zones of Regulation
- Treat all pupils with respect and fairness;
- Provide a safe, caring and supportive learning environment;
- Support children to participate in their local community;
- Support children to participate in the wider school environment
- Celebrate achievements of the children;

SCHOOL EXPECTATIONS

In order to make the school rules understandable to children, they are few in number and take the form of the following ‘The All Saints Promise.’ Children will promise to do their best to behave in the spirit of Jesus Christ and do their best to:

- Be ready
- Be respectful
- Be safe.

As staff we explain why these behaviours are worth adopting. Each day we will remind the children of these expectations regularly to ensure they are embedded within the everyday thinking of each child. If children are struggling with their behaviour, reminders of these expectations should be the first response

with the child. We will celebrate children who go 'over and above' demonstrating these expectations by highlighting them on class recognition boards. We are actively seeking out and celebrating these good things about every child and demonstrating our unconditional positive regard at all times.

This promise should be clearly visible and easily referred to all around the school. They should be displayed in every classroom, as well as other work areas (eg. library, quiet areas) and corridors. Throughout the school the promise should be pictorial as well as written form to aid children's understanding.

Before moving onto rewards and sanctions, it is important to understand the continuing support and development the school provides children every day. All children are supported by every adult in school and will be given opportunities to succeed throughout the school day – even if they are struggling to maintain appropriate behaviour in school. These support methods are in line with the school SEND policy and our commitment to unconditional positive regard for every child

Examples of support include:

1. Use of manipulatives to support concentration
2. Offer of quiet or calm space within the classroom to work
3. Offer of withdrawal to work elsewhere
4. Use scaffolded work to ensure children access the learning based on their needs
5. Opportunity to work in Josiah – this can be offered as a choice to children

REWARDS

Reward systems are a part of our behaviour management system. Good behaviour is noticed, encouraged and supported by:

1. Praise – 5 times more praise than criticism
2. Class Dojo points – these are used to aim for a whole-class goal to ensure every child's contribution is valued
3. Stickers/Stars/ Smiley faces
4. Certificates – linked to the All Saints Promise and the school's Christian Values
5. Star of the week
6. Class recognition board

OUTCOMES AND CONSEQUENCES

Most children understand and abide by the school rules. However, when a child breaks the rules teachers or support staff take appropriate action. The severity and type of outcome is appropriately matched to the behaviour. Consequences include:

1. Warning: reminders of the All Saints promise x3: *'At this moment you are not showing us that you are ready...respectful and safe'*
2. Breaktime/lunchtime : 5 minutes pay back to reflect and restore relationships with the teacher. Reflection and restoration sheets need to be completed
3. Intervention from Behaviour and Inclusion mentor and/or SEND TA
4. Spoken to by Assistant/Deputy/Head Teacher
5. Class teacher to discuss with parents strategies they can use to support children with their behaviour
6. Class teacher to inform parents of behaviour by telephone requesting they make an appointment to see the Learning Mentor/ Assistant Head Teacher
7. Lunch time reflection time in the Ark with the Behaviour and Inclusion Mentor This will take the form of a restorative approach and might include mindfulness/yoga/meditation time/ Thrive activities

8. Internal seclusion (in consultation with SLT and parents)

We do **not** use negative Dojo points as this is very demoralising to children. When a child has worked hard and achieved positive praise it can be very damaging to their motivation and self-esteem if this is then taken away.

Very serious and unacceptable behaviour:

- Acts of vandalism: damaging school property
- Swearing directly at a person
- Fighting/hurting another person
- Constant, persistent low-level disruption that doesn't respond to intervention.
- Discriminatory language – racist; homophobic; sexist etc

Each situation must be taken into the context in which it has occurred ,but for many of these behaviours the child could immediately move to step 3 where the child is supported by the behaviour and inclusion mentor and the SEN Assistant. The following process would then be followed.

- Class teacher to call parents to inform them of the behaviour and requesting that they make an appointment to see the Assistant/ Deputy/ Headteacher the next day or the following morning
- Intervention and restoration sheets to be completed and sent home to be completed
- Class teacher to log on CPOMs
- Thrive interventions to be put into place to support the child to support them with their behaviour needs : these will be shared by the Thrive practitioner to the class staff
- Meeting around the child to discuss classroom interventions that may support the child
- Regular discussions between parents and school to ensure correct support is offered
- Liaise with outside agencies where possible e.g. Early Help, Oakfield School
- Create a team around the child to support their needs in school

The school is committed to its inclusion pledge and will do all we can to prevent an exclusion from happening. An exclusion can only be considered if every aspect of the child's provision has been implemented .However, as a very last resort then the use of external sanctions may be considered and these include both fixed term suspensions and permanent exclusions. This decision can only be made by the head teacher. In her absence this can be delegated to the Deputy Head Teacher.

Formal Sanctions:

For repeat or serious offences, children may be excluded from the school on fixed term (known as a suspension) or permanent basis (known as a permanent exclusion). Exclusion is never undertaken lightly and is always seen as the very last resort when all else has failed. Exclusion is a legal process and can **ONLY** be given out by the head teacher. In extenuating circumstances, and only in the absence of the head teacher the Deputy head Teacher may exclude a child but **ONLY** in full (written) agreement with the head teacher. Prior to an exclusion the following steps are always followed:

Parents/ carers will be called into school to help support their child to calm and self-regulate. Our aim is to keep the child in school and have them ready to learn and be 'ready, respectful and safe' once again. As part of this process there will be a structured conversation with the child, parent and learning mentor and assistant head to discuss the incident and agree a preferred way forward in the future. A reflection sheet will be completed. This will ensure consistent messages are shared between school and home. Parents will stay in school as long as necessary to calm their child and support their access to the learning. We will repeat this process as many times as is necessary because we recognise that serious outbursts and behaviours are usually a child's only response to a situation that they cannot understand and that they are asking for help with.

A managed move may be offered in co-operation with parents

When all else has failed and all avenues of external and internal support have failed then the head teacher may decide that exclusion is the only option left open for the safety of staff and other children as the school is failing to meet the needs of the child. This may be a fixed term (a period of the head teacher's choosing of up to 5 days) or a permanent exclusion. In both cases the parent or carer has the right to appeal this. Parents are responsible for supervising their child during the first five days of an exclusion and will face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification. It is the responsibility of the Local Authority to provide suitable full-time education to a permanently excluded pupil on the sixth full day and the responsibility of the school to ensure school work is sent home for the child to complete so that they do not fall behind in their learning. In the case of a Looked After Child the Virtual School will always be consulted; for children with an EHCP this consultation will be with SENA and for CIN/CP children with the relevant social worker. The Inclusion Service will always be informed if a child is at risk of a permanent exclusion.

How do we support staff?

- If a situation arises in class, and after following the agreed protocols, the Behaviour and Inclusion Mentor or SLT and support will be given to the class as required
- In class support from Behaviour and Inclusion mentor
- Teams should 'de-brief' at the end of each day – talking through what has gone well and why and reflecting upon more challenging situations and how they could be managed the next time they occur
- CPOMs will be completed and the Learning Mentor and SLT linked in and behaviour plans/PHP/PSP amended where necessary in collaboration with the SENCo
- SLT will be available at the end of each day to provide emotional/practical support for individuals or teams who have experienced a particularly challenging situation during the day
- One of the most important and effective support structures is that which colleagues provide to each other. This may be about reflecting upon a situation or being a sympathetic ear at the end of a difficult day
- When a member of staff has been involved in an incident that has resulted in them being physically hurt or subjected to trauma that person should be offered the opportunity to be released from the classroom for an appropriate period of time
- Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation s/he should be non-judgmental and should unobtrusively let it be known that they are there to support if required. All staff should bear in mind that an audience to a challenging situation is not usually helpful and involving oneself, uninvited, may lead to increasing the sensory stimulation, tension levels and therefore the anxiety of the pupil: We use the Team Teach 'Change of Face' technique
- As a rule, it must always be respected that the person primarily involved in an incident is the "number 1". No member of staff should attempt to assume leadership of a situation, unless asked to do so, regardless of that person's seniority within the school. However, members of staff can offer support using support scripts that will be provided to the adults e.g. Change of Face
- Members of staff acting as "number 1" should feel strong enough to request help from anyone and any member of staff can take over a situation if asked. It is the responsibility of staff members to recognise when to hand over a situation to a colleague. Being able to do this should be seen as a strength and never a failure

The implementation of this policy is the responsibility of **all** staff, including support staff. All adults working in the school therefore have the authority to instigate or recommend any of the above

rewards or sanctions. All staff will need to be aware of the contents of this policy.

Special Educational Needs

Some children will be on the SEN register at School Support or School Support Plus for behavioural difficulties. In these circumstances, pupils will be expected to have targets for behaviour as part of their Pupil Passports. We ensure that these provisions are in place. This is not a 'one size fits all' approach. Targets are monitored regularly, reviewed at least termly, and discussed with the children and their parents where appropriate. If the behavioural targets on the Pupil Passport are proving to be unsuccessful, then they should be reviewed with the SENCO. All Saints uses a 'Thrive', Emotion coaching and the Team Teach approach for all children and for our more vulnerable children we have a Behaviour and Inclusion Mentor on site five days each week. The Behaviour and Inclusion Mentor's input will enable staff to support behaviour effectively and confidently, usually by de-escalating the situation and calming the child before their behaviour has impacted on other children. Our Assistant Head Teacher is the lead SLT for behaviour and pastoral support.

Parental involvement

For the behaviour policy to be effective it is vital that parents are involved and can support the school as much as possible. To this end the school will

- Distribute to all parents at the beginning of the school year the All Saints Promise, to be signed by parents and pupils as an indication of their acceptance of the Promise.
- Send regular newsletters reminding parents of the All Saints Promise.
- Hold informal and formal discussions with parents concerning children's behaviour.
- Refer parents to relevant agencies if they are having problems with children's behaviour at home via our Family Link Worker.
- Use of Class Dojo by all staff to inform parents of good as well as poor behaviour.

MONITORING AND EVALUATION

The implementation of this policy will be monitored and evaluated by the following:

- Monitoring of CPOMs
- Pupil interviews and questionnaires
- Staff questionnaires
- Lesson observations
- Scrutiny of data – e.g. Exclusion rates, number of behaviour incidents, etc
- Parental interviews
- Reports to governors and the Trust

LINKS WITH OTHER POLICIES

This policy has particular links with the Working Positively; Teaching and Learning; PSHE; Special Educational Needs; Inclusion; Race Equality; Physical Intervention; Playground; Anti-bullying and Equal Opportunities policies

