

ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

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'I have come that they many have life and have it abundantly-John 10:10'

Behaviour Policy

Area: Curriculum Pupil and Community Committee
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Head Teacher
Chair of Governors

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Our vision statement 'I have come that they may have life and have in abundantly' drives everything we strive to achieve at All Saints. Children can only live life in its fullest if they are present and ready to meet the challenges that we put before them every day at school. Every child deserves to have access to the quality education we provide and to the values we teach. By creating an environment where positive behaviour is recognised, we intend our children to feel safe and happy and therefore ready to learn. Compassion is a key value when applying the Behaviour Policy. This ensures that all incidents and behaviour are dealt with on their merits with no prejudice made. Children need to be taught how to recognise right and wrong and they need to be equipped with the tools to know how to resolve conflict and rectify wrong choices. The sacrament of Reconciliation is often referred to when helping children understand how to resolve an issue. Children need to understand that they are part of a school community and that their actions have wider consequences. All children have a right to feel safe and happy and have access to their learning and we have high expectations of all of the children to ensure they respect this.

EQUAL OPPORTUNITIES STATEMENT

All Saints is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination.

All staff and governors are responsible for ensuring that we implement this policy.

Community: pupils understand that they belong to the school community and show respect for everyone and everything within the community.

Compassion: pupils respect others and the world around them. Our pupils are kind and value integrity in themselves and others.

Creation: pupils recognize that we are all God's creations and must treat everyone and everything with love, gratitude and respect. We recognize that we have been blessed with God's gifts and we must appreciate them fully.

1. Introduction

We recognise that pupils learn and achieve best in a safe and secure environment, free from disruption. As educators, we have a shared responsibility with parents and carers to support personal development in our pupils, enabling them to lead rewarding and fulfilling lives. We all have a responsibility to model good behaviour and emotional regulation. We recognise that working closely together with parents, we are most likely to secure the best outcomes for all pupils. Through a shared code of conduct, based on its Christian ethos, the school aims for a safe yet exciting and vibrant learning environment whereby all can excel. This policy sets out the framework for a clear and consistent approach to promoting positive relationships between pupils, and between staff and pupils. All adults work to support children to become proficient in regulating their own behaviours. When pupils leave our school, they are confident young people who recognise right from wrong and understand the positive affect they can have on the world around them. Our pupils are self-motivated and intrinsically motivated to do the right thing.

2. Aims

- To create a safe, happy, calm and purposeful school environment which is conducive to learning and emotional well-being.
- To work in partnership with parents to maintain high levels of behaviour throughout the school.
- To help all children develop self-discipline by learning to acknowledge and regulate their emotions and to accept responsibility for their behaviour.



- To support the development of empathetic responses; an awareness of, and respect for, the perspectives and needs of others.
- To help all children to develop non-abusive strategies for conflict resolution and to engage with restorative practice techniques.
- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or prejudicial discriminatory behaviour.
- To offer flexible provision for children with social, emotional mental health needs (SEMH) or other special educational needs or disabilities (SEND) who require additional support to be able to meet behaviour expectations.
- To prioritise the development of relationships which provide all children with a model for positive interactions.

3. Rationale

We have sought to produce a very clear and simple policy and set of procedures that can be easily understood by pupils and staff and is therefore implemented successfully throughout our school. Our policy is grounded in our understanding of the current evidence and research in promoting positive pupil behaviour. We believe that it is essential to maintain clear and consistent boundaries and expectations to ensure that pupils feel valued and safe. We know that the pupils in our care are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour. Positive behaviour is recognised and valued here and there are clear and consistent consequences for poor behaviour. By promoting positive 'role model' behaviour based on our Christian school values, and prioritising strong pupil and staff relationships, we believe that this policy is authentically inclusive and beneficial to the whole school community. Our school rules have been created in collaboration with our pupils and form the basis for how we interact together in our school.

4. All Saints School Rules:

Compassion

1. Do be gentle – Don't hurt anybody.
2. Do be kind, helpful and respectful– Don't hurt anybody's feelings.
3. Do be honest – Don't cover up the truth.

Creation

4. Do look after property – Don't damage or waste it.

Community

5. Do listen to people – Don't interrupt.
6. Do move around the school sensibly and quietly.
7. Do line up quickly and quietly.

5. Guidance and Policy links

This Behaviour Policy links to the following other school policies:



- Safeguarding and Child Protection
- Inclusion
- Exclusion LBHF guidance
- PSHE
- SEND This policy is based on legislation and advice from the Department for Education (DfE) on:

-Behaviour and discipline in schools: advice for headteachers and school staff, 2016
-Behaviour in schools: advice for headteachers and school staff 2022
-Searching, screening and confiscation: advice for schools 2022
-The Equality Act 2010 Keeping Children Safe in Education Exclusion from maintained schools, academies and pupil referral units in England 2017
-Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
-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 to 94 of the Education and Inspections Act 2006, which requires 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

6. Policy Implementation responsibilities

We best support the fullest development of our pupils when we all work together.

Pupils: Are expected to take responsibility for their own behaviour, and follow the School Behaviour expectations at all times.

Parents and carers: Work in partnership with the school in supporting the school rules and expectations to maintain excellent standards and inform the school about any changes at home that could impact learning or behaviour in school.

All staff: Act as role models in every interaction and are responsible for ensuring the policy is implemented in a fair and consistent manner. To support children in managing and regulating their own behaviours.

School Leaders: Are responsible for training staff (including volunteers) in the implementation of the policy. Leaders quality assure the application of the policy in all areas of the school and monitor the implementation of the behaviour ladder.

Headteacher: Is responsible for the implementation and day-to-day management of the policy and procedures.

Governors: Are responsible for ensuring the behaviour policy is in place; meets all statutory requirements and is clearly communicated to all stakeholders. Governors support the school with ensuring that excellent standards of behaviour exist throughout the school.



7. Responding to behaviour

We work to ensure that our shared expectations for good behaviour are understood and demonstrated by pupils in all aspects of school life and beyond. Our pupils learn that doing the right thing is the expectation and the foundation for success and happiness.

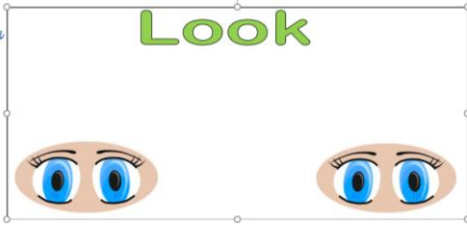
Staff use a range of strategies to recognise and value good pupil behaviour:

- Use of dojo points
- verbal praise and words of encouragement
- verbal praise communicated to parents about their children
- sharing excellent learning/behaviour/attitude with the class
- sharing achievements with other staff, especially school leaders
- recognition in the Celebration Assembly
- Merits - awarded for embodying our Christian Values
- recognition in the school newsletter
- Life in its fullest award

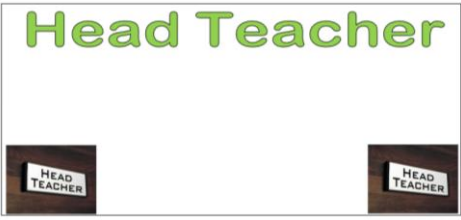
In all incidents of unacceptable behaviour, the behaviour ladder will be used.

8. All Saints Behaviour ladder summary

All children start everyday as a new day. Each classroom from Y1-Y6 have a Behaviour Ladder in their classroom. This is to ensure a consistent approach as to how staff deal with behavior and to also inform both pupils and staff how the children are

Look		Pupils are given an indication that they need to make better choices with a look.
Warning		A warning comes after an explicit verbal warning, signifying that there has been repeated poor behaviour. A final warning will then be given that the next instance will result in a time out of class.



Time out in class	 The sign features the text 'Time out in class' in green at the top. Below the text are two identical icons of an hourglass, each with a blue top and bottom bulb and a white sand-filled middle section.	Pupils are asked to sit in an identified place in the class where they will be asked to reflect on their behaviour for a fixed period of time.
Time out of class	 The sign features the text 'Time out of class' in green at the top. Below the text is an icon of an hourglass on the left and a large red arrow pointing to the right on the right.	Pupils are asked to leave the class and go to the adjacent classroom where they will be asked to reflect on their behaviour for a fixed period of time.
Senior Leadership Team	 The sign features the text 'Senior Leadership Team' in green at the top. Below the text is the word 'LISTEN!' in red.	Pupils are sent to a member of the SLT. This could be if there is behaviour which is serious enough to warrant a member of SLT dealing with it or if there has been an escalation of the same behaviour throughout the session/day.
Headteacher	 The sign features the text 'Head Teacher' in green at the top. Below the text are two identical icons of a black rectangular sign with the words 'HEAD TEACHER' in white.	Pupils would be sent to the headteacher if it is serious enough to warrant it. Incidents of bullying, racism, sexist or homophobic abuse, physical or verbal assaults would require SLT or Headteacher's actions.

A child could have a time out of their playtime if deemed appropriate. Class Teachers record the incident on CPOMS.

Following any incident of a serious nature (verbal or physical), the child is sent or collected from class by a senior leader for a period of internal exclusion and their parents are contacted that day by the Senior Leader.

The class teacher records the incident on CPOMS and the Senior Leader then adds an action note. In particularly serious circumstances, or following repeated incidents at the level of Senior Leader involvement, an external fixed term exclusion may be considered at the discretion of the Headteacher. In exceptional circumstances, a permanent exclusion may be considered. The LBHF ACE manual is used as a guide as well as the DfE 'suspension and exclusion' guidance.

9. Time out

Parental permission is not required for children missing an age appropriate proportion of a break or lunchtime. However, parents will be notified if it is deemed necessary. Such sanctions will be inside the



school day and supervised by a member of staff. Lunch-time time out will always allow a reasonable time for the child to eat, drink and use the toilet.

10. Reasonable force

If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force ('no more force than is needed.') to control or restrain. This applies to any member of staff at the school. Reasonable force can also be used to prevent a child damaging property.

Reasonable force is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. Reasonable force is used as an act of care, never as punishment. No form of physical punishment is permitted in the school. Any member of staff is entitled to intervene using reasonable and proportionate force in an emergency. The circumstances where reasonable force may be required are as follows:

- Where action is necessary in self-defence or because there is imminent risk of injury, for example a pupil attacks a member of staff or another pupil or pupils are fighting.
- Where there is developing risk of injury or significant damage to property. Reasonable force may take a number of forms, for example:
 - Physically intervening between pupils
 - Standing in the way of pupils
 - Holding, pushing or pulling
 - Leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back
 - Using more restrictive holds (in more extreme circumstances only) All incidents of reasonable force will be reported to the Headteacher, who keeps a record of incidents. The responding adult will also record the incident on CPOMS.

11. Bullying

We are committed to providing a happy and safe learning environment for all our pupils and therefore have a zero-tolerance attitude to bullying. It is expected that staff respond to all reports of bullying sensitively and swiftly. There exists a separate Anti-Bullying Policy, which should be read in conjunction with this policy. We define bullying as the use of deliberate hurtful behaviour over a period of time with the intention of hurting another person. Bullying is persistent and personal and results in pain and/or distress. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: because of or focusing on the issue of sexuality.
- Verbal: name-calling, sarcasm, spreading rumours, teasing, excluding from social groups.
- Cyber: All areas of internet such as email & internet chat room misuse, mobile threats by text messaging & calls and misuse of associated technology, i.e. camera and video facilities.

12. Supporting children with social, emotional, mental health needs



Some children may have persistent difficulties meeting behaviour expectations because of identified Social Emotional and Mental Health needs. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'. Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENDCo and may include:

- Regulation times – access to a quiet area/sensory room, in class 'regulation station' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)
- Support from ELSA (Emotional Literacy Support Assistant)
- Support from OAT (Ormiston Academy Trust) Behaviour Team
- Additional pastoral support from Senior Leaders
- In some cases, a reduced timetable (for a short period of time as decided by the Headteacher)

13. Conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school. Staff may address behaviour at any time, whether or not the conditions above apply, that:
- 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. In all cases of behaviour management, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

14. Use of social media

We recognise the value of a professional presence for our school on social media and we encourage our school community to engage with us on social media platforms. However, social media can be damaging and so posts by any member of our school or wider school community that promote the following are prohibited:

- Damage to the school or its reputation, even indirectly
 - Use that may defame school staff or any third party
 - Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
 - False or misleading statements
 - Use that impersonates staff, other pupils or third parties
 - Expressing opinions on the school's behalf
-
- Using school logos or trademarks without the consent of the Headteacher All incidents of prohibited use of social media should be reported to Headteacher. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place.



15. Behaviour incidents online

We are committed to keeping our pupils safe online. This policy applies to all activity online including all forms of social media and to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way. Where any online incident or behaviour may raise a concern about the safeguarding of any individual, the Designated Safeguarding Lead (or deputies) will be informed. We expect all pupils and their families to ensure that online communications have the same level of kindness and respect as in person.

16. Confiscation of inappropriate items

Staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

17. Malicious Allegations

Any allegation made by a child against a member of staff will be taken seriously and investigated thoroughly by the Headteacher/Governing Body depending on who the allegation is against. Statements will be taken from the child and any witnesses will also be questioned. Advice from the Local Authority Designated Officer (LADO) will be obtained. If an allegation is unfounded, the Headteacher seek advice from the Governing Body and the Local Authority on how to proceed with the child or children who have made the allegation.

18. Suspensions and Exclusions

Although it is rare to enforce exclusions, the Headteacher may decide that a suspension or permanent exclusion may be appropriate, in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. Internal exclusions, where pupils spend a period of time in school but away from their class or peers, may be used as a step before a more formal exclusion becomes necessary. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Following a suspension, pupils and their parents/carers will be supported through a period of re-integration into school, beginning with a meeting with the Headteacher. In the case of a permanent exclusion, the school and Local Authority will offer support to find alternative educational provision. Please refer to our Exclusions Policy for more information.

19. Monitoring



The Headteacher monitors the effectiveness of the behaviour policy on a regular basis. The Head also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes further improvements. The school keeps a variety of records of incidents of misbehaviour.

- Poor behaviour is recorded by staff electronically on CPOMS.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded. These will be reported to the governing body and the Local Authority.
- Prejudicial incidents eg. of a racial or homophobic nature, will be logged and reported to the governing body.

