



St. Andrew's C of E (VA) Primary
School

Behaviour Policy

January 2024

Approved by:

St Andrew's
Governing Body

Date: January 2024

Last reviewed on:

January 2023

Next review due by:

January 2025

Purpose

At St Andrew's, we believe that children need to feel happy, safe and secure in our school family before they can be challenged to achieve their potential. Our vision is rooted in John 10:10 *"I have come that they may have life and have it to the full"*. We want all members of our school family to be understanding (and to be understood), respectful, loving, honest and have trust in themselves and others. We also want our pupils to take responsibility for their behaviour as this will prepare them for continuing responsibility when they venture into the world beyond primary school.

St Andrew's C of E (VA) Primary School supports the principles of Equal Opportunity. We want to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances. We believe that a positive behaviour culture incorporating Adverse Childhood Experiences and Emotional Logic approaches, built upon the involvement of children, staff, Governors and parents, will enable children to flourish in an atmosphere of trust and security.

Responsibilities

Senior Leaders will:

- Be a positive and visible presence around the school
- Make sure that all new staff are inducted clearly into the school's behaviour culture and appropriate training is provided for staff to meet their duties and functions within the behaviour policy
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure parents are kept up to date with our St Andrew's Behaviour Policy so that the partnership established in the Home School Agreement is reinforced

Staff will:

- Meet and greet pupils positively at the door - every child begins a new day with a fresh start
- Always strive to listen and respond proactively to children's concerns
- Promote good behaviour through example, honesty and courtesy
- Encourage relationships based on kindness and in understanding of the needs of others
- Ensure fairness for all regarding family, cultural, ethnic, racial and religious diversity, age, gender identity and disability
- Be aware of the different strengths and needs of children in the school. Plan lessons that engage, challenge and meet the needs of all learners
- Have open and supportive conversations with parents when discussing their child's behaviour and finding solutions
- Lead by example when speaking and listening to children
- Always uphold the school's behaviour policy. Never ignore or walk past learners who are making poor behaviour choices and look for opportunities to praise good behaviour
- Understand that children have a strong sense of justice – fairness and consistency should underpin any resolution

No adult is expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to learners.

Children will:

- Follow our St Andrew's behaviour expectations
- Work to the best of their abilities, and allow others to do the same
- Apply kindness, respect and understanding of the needs of others, regardless of age, gender, race, ability and disability

- Take responsibility for their actions and make a restorative plan or find a solution when things have gone wrong
- Feel empowered to share any worries or concerns around behaviour, either through conversation with a trusted adult or use of a system such as a class worry box

Parents will:

- Make children aware of appropriate behaviour and reinforce our school behaviour expectations by supporting the school in the implementation of this policy
- Encourage independence, self-discipline and instil good manners in their children
- Always share their worries or concerns about their child with school staff
- Encourage their child to tell their teacher or another adult in school if they feel hurt in any way by someone else's behaviour

Governors will:

- Support the partnership between home and school
- Monitor and evaluate the implementation of the school's behaviour policy
- Review the policy annually. Detailed guidance for governors is available in [Behaviour and discipline in schools- Guidance for Governing Bodies.pdf](#)

A Positive Behaviour Approach

The school strongly believes in a positive behaviour approach and all staff work proactively to support pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like.

- At the beginning of every year, the children in each class decide on their own set of class rules, giving them a sense of ownership and clarity about classroom behaviour expectations and boundaries. This is usually achieved through class discussion in a Jigsaw PSHE lesson. The rules are based on positive statements and link to our school values, e.g., *we use kind and positive words*, and are displayed in the classroom.
- A list of school behaviour guidelines has also been drawn up so that the children have clarity about behaviour expectations outside the classroom (Appendix 1). This includes three 'strict' rules. Children have been fully involved in the creation of these school rules and the majority choose to adhere to them. This is what makes St Andrew's a safe, happy, caring school.
- These school guidelines, which include expectations of behaviour during all clubs and out of school visits, are reviewed and reinforced in PSHE lessons, during whole school assemblies and school council meetings. They are clearly displayed around the school.
- All adults model speaking respectfully and calmly to children at all times. Children are expected to do the same. Every child has the right to be listened to and will always be given an opportunity to put their point of view forward (when they are calm and able to do so).
- We know our children well and all staff work hard to encourage positive behaviour choices by seeing the good in all children and using a range of techniques including distraction, non-verbal messages, proximity praise, reminders, peer support and praise.
- Some children may need a little more support to reach the expected standard of behaviour and have personalised 'Wobble' plans. These plans include details of the child's behaviour triggers and provide staff with ideas and suggestions to support the de-escalation of inappropriate behaviour choices and ensure consistency.

Positive behaviour choices are recognised and rewarded in a variety of ways. Staff should be explicit about the behaviour or skill being praised.

- Spoken praise, including positive reinforcement – nods, thumbs up, smiles etc.
- Class Dojo points in KS2
- Certificates and stickers/class incentives
- Blue tokens which contribute to a whole class reward
- Sharing work with others including the head teacher - Headteacher's Awards
- Star of the Week certificate presented in our weekly Values Worship
- Courtesy cup and an opportunity to attend the Headteacher's 'Good Manners Tea Party'

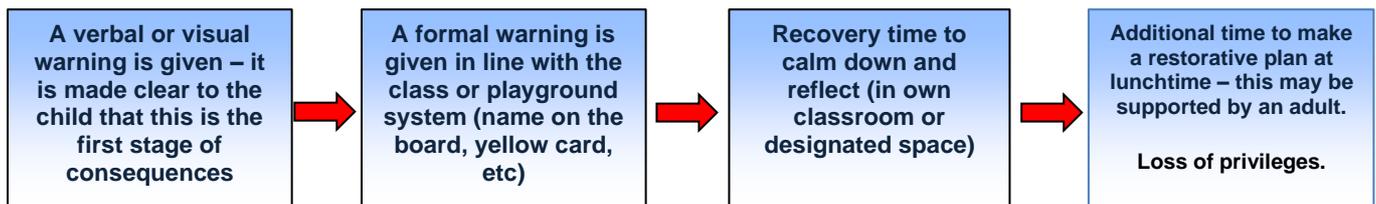
Consequences

Whilst positive behaviour choices are encouraged and celebrated at St Andrew's, we recognise the need for clear boundaries and there will always be some children who need to face consequences.

At all times, efforts will be made to understand the reason behind a child's behaviour and all staff endeavour to disapprove of the behaviour not the child.

Our St Andrew's Behaviour Policy is based on a structure whereby the class teacher, TAs, MTA or club leader applies the initial consequence. The involvement of Assistant Headteachers (Mr Pope and Miss Field) and Headteacher (Miss Lewis) follows if poor behaviour continues or if a child is struggling to recover their behaviour. Based on the principles of Emotional Logic and JIGSAW, children are encouraged and supported by staff to reflect on their behaviour/emotions and make a good plan.

These are our stages of behaviour recovery.



Occasionally, the severity of a child's behaviour may warrant an alternative approach directly involving the Headteacher.

Consequences within the classroom

We begin by praising positive behaviour, however, should a pupil not follow the class behaviour expectations:

1. An explicit initial warning is issued – this may be a visual or verbal prompt or even a look.
2. If the behaviour continues, the child's name is written on the board (or in a teacher's logbook). The child may be moved or supported by an adult.
3. If the behaviour continues, the child will be given recovery time to calm down and may be given support to reflect on their actions. This may be under the 'talking tree' in the classroom, in a quiet designated space or in a buddy classroom. Our aim is for the child to return to the main lesson and continue their learning.
4. Should behaviour not improve, the child will be given a yellow card which will be recorded on CPOMS (our electronic behaviour log). The teacher will consider a possible sanction.
5. For more serious breaches of our 3 strict school rules (physical violence, verbal abuse etc) a child will be immediately issued with a red card and sent to a member of SLT who will record this on CPOMS and meet with the child to discuss their behaviour and decide on an appropriate consequence. Parents will be informed.

Consequences at playtime or lunchtime

We begin by praising positive behaviour, however, should a pupil not follow the playground behaviour expectations:

1. An explicit initial warning is issued – this may be a visual or verbal prompt, e.g. when a child is being overly boisterous or dangerous in their play.
2. If the behaviour continues, the child is given a yellow card (detailing their name and behaviour) and will be asked to sit for 5 minutes on a designated bench to calm down and reflect on their behaviour. Yellow cards need to be logged on CPOMS. Where a child is frequently issued yellow cards, the school behaviour lead, Ian Pope will contact parents to discuss the child's behaviour.
3. If a child repeats the behaviour or breaks one of our strict playtime rules, they will be given a red card (detailing their name and behaviour) and will be asked to sit for the remainder of their breaktime on a designated bench to calm down and reflect on their behaviour. The behaviour incident will be reported to the Headteacher or a member of the Senior Leader Team who will log it on CPOMS and follow up as necessary. Staff need to inform parents of the incident at the end of the school day.

Special Educational Needs and vulnerable pupils

As a fully inclusive school, we understand that some children need extra support. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In some circumstances, a child may have a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCO, parents, carers, adults working with the child and the child themselves. 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. As part of meeting their duties, staff at St Andrew's will endeavour, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of this may be;

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Use of sensory aids and prompts
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. We will liaise with external agencies and parents to plan support programmes for that child and review it on a regular basis. SEND and vulnerable children are kept closely monitored at termly review meetings with SLT and pastoral support providers.

CPOMS

Classroom or playtime incidents which have been referred to the Headteacher/Assistant Headteachers are recorded on a secure electronic behaviour incident log called CPOMS with details of the date and nature of the incident, who was involved and any follow up actions. The monitoring is the responsibility of SLT. Examples of sanctions may include:

- A verbal reprimand from the headteacher and reminder of the expectations of behaviour
- The setting of written tasks such as a letter of apology
- Loss of privileges

The aim of the CPOMS is to record and track a child's behaviour, enabling staff to recognise patterns of behaviour and deal with a problem or plan further support. In the case of serious or repeated incidents, the Headteacher or SLT will inform the parents of their child's behaviour and discuss next steps, which may include an internal seclusion. It is likely in this scenario that outside agencies who are yet to have

been involved will be called upon for advice and support e.g. Educational Psychologist, MAST support, etc.

Internal Seclusion and Fixed-term or Permanent Exclusions

For extreme behaviours (such as violence, severe damage to property, child-on-child abuse, racism or bullying) the Headteacher will be informed. In these cases, internal seclusion may be used. This will take place with correct supervision and in a place away from the school population and appropriate work is set for the child to do individually. Children on an internal seclusion will take lunch and break away from their peers and be allowed time to use the toilet. There will be a behaviour plan put in place with the child before re-admittance to the classroom. Time periods for isolation should be fair and can only be set by the Assistant Headteachers with agreement from the Headteacher.

At St Andrew's C of E (VA) Primary School we do not wish to exclude any child from school, and may explore other options, such as use of pupil support units, alternative provision and managed moves; however sometimes it may be necessary. An exclusion is defined as a fixed period or permanent removal of a child from the school and its premises. Only the Headteacher has the power to exclude a pupil. The Headteacher may exclude a pupil for one or more fixed periods, for up to forty-five days in any single school year. The minimum exclusion period is half a day. In severe circumstances the Headteacher may exclude a pupil permanently. If a pupil is excluded by the Headteacher, the pupil's parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the excluded child must also be informed of their right to appeal against the exclusion and how to make such an appeal. The Headteacher will also inform the Local Authority and give notice of the time period and reasons of the exclusion.

Anti-bullying

Incidents of bullying or child-on-child abuse are taken very seriously at St Andrew's Primary. This can include poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. We have an Anti-bullying Policy in place to prevent and repair the damage caused by bullying – see the Anti-Bullying Policy for further details. Any incidents of racism will be recorded and submitted to the Local Authority. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship.

Use of Reasonable Force

Although it is extremely rare at St Andrew's, there may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to **control** or **restrain** children. This can range from blocking a child's path or guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury. When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Detailed advice for Headteachers and school staff is available in <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

APPENDIX 1

These behaviour guidelines have been created by children throughout the school following class discussions about their school experience, likes and dislikes. The School Council have ranked the points in order of importance. Red signifies the school's strict, non-negotiable rules.

Behaviour at St Andrew's School

There should be no rough play at St Andrew's. Never punch, kick, hurt or annoy other children. Be kind.

No child is to enter the school building/toilets during break times without permission and a band.

Show good manners – say please, thank you, hello and hold doors open for people. Listen carefully to others and speak respectfully (even if you are angry).

The Quad in KS2 is a calm, quiet zone. Don't run down the banks.

Look after one another. Check the buddy bench and help other children to make friends.

Respect our school and look after school equipment.

Care for nature and look after the plants and creatures. Leave them in their own habitat.

Use the water fountain sensibly and make sure it is switched off after you've used it. Don't waste water.

Don't ride your bike or scooter on the school grounds. Get off and walk with them. Always wear your helmet.

Try not to drop food on the floor and don't leave a mess at lunchtime. Take your cups back to the hatch. Put your rubbish in the bin.

Always walk down the corridors in single file and on the left so others can pass by.