

St Agnes C.E. Primary School

Behaviour Policy

Approved by: The Governing Body **Date:** September 2023

Last reviewed on: November 2022

Next review due by: September 2024

As a Rights Respecting School we recognise Article 28 **'The right of every pupil to a good quality education'** and Article 19 **'All pupils have the right to be protected from danger'** from the UN Convention of the rights of every St Agnes pupil.

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly, justly and well. We are a caring community, whose values are built on mutual trust and respect so all members of the school can live and work together in a supportive way, to **'Love to Learn, Learn to Do Well, Live Well Together'**. We endeavour to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

Written statement of behaviour principles

- **Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**
- **All pupils, staff and visitors are free from any form of discrimination**
- **Staff and volunteers set an excellent example to pupils at all times**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by pupils and staff**
- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and suspensions**
- **Pupils are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

Aims and expectations

- Encourage pupils to have high expectations of their own behaviour
- To emphasise that every child has rights and encourage pupils to take responsibility of their actions
- Encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour through the policy
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

Behaviour policy in practice KS1/2

- VIP and helper are to model behaviour to class, take place at the front and back of the line, to be changed daily
- Classroom rules displayed in class.
- Refer to rules each morning and afternoon.
- Be explicit about what we expect from the children
- Train the children so that they develop independence
- **Rewards are a right and they are not to be taken away. Rewards and sanctions are separate!**
- Movement of a name/recording of name on behaviour chart/board is to only last one lesson. Each child's name begins at the top of the chart/removed from the board every lesson.
- At the end of the lesson, there must be a discussion with the child about the movement of their name. Apology is given and child then moves their own name/peg back to the top of the chart.
- The teacher who gives out the sanction, must where possible, follow up and carry out the sanction.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. This policy aims to help pupils to grow in a safe and secure environment, and become positive, responsible and increasingly independent members of the school community.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. Each class also has its own rules guide formed by pupils.

Pupil responsibilities

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the environment in and out of school
- To co-operate with other pupils and adults.

Staff responsibilities

The Headteacher holds overall responsibility for good discipline in the school, assisted by the Deputy Headteacher and the management team in each department.

Each class teacher will manage and oversee the day-to-day behaviour of the pupils in their own class.

The Headteacher delegates powers to all staff, teachers, teaching assistants, lunchtime organisers and clerical staff to deal with any issues that may arise.

At the end of lunchtime, the lunchtime manager reports any significant incidents to the class teacher.

Positive and behaviour incident logs are kept in all classrooms to record significant incidents including those relating to behaviour, bullying and racism. Significant incidents are also recorded in CPOMS.

The children are encouraged to show equal respect for all staff and pupils in the school.

- To make clear our expectations of good behaviour
- To treat all pupils fairly and with respect
- To raise pupil's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with pupils so that pupils are very clear about how they are expected to behave
- To form a good relationship with parents so that all pupils can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each pupil is an individual and to be aware of his/her needs
- To offer a framework for social education.

Parent responsibilities

At St Agnes, staff work in close co-operation with parents to achieve high standards of self-discipline in the children. Sometimes children will be displaying similar challenging behaviour at home as at school. We believe much can be achieved when there is a high level of trust and partnership between the parents or carers of the pupils and the staff of the school.

- To make pupils aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their pupil does in school
- To foster good relationships with the school.
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns.
- To let school intervene and deal with situations where other pupils are involved with their child.

What we do to encourage positive behaviour

- We make clear our expectations of good behaviour by promoting mutual respect
- Point system/Dojo Points
- We encourage pupils to take responsibility for their own actions and behaviour
- We praise good behaviour and effort
- We encourage pupils to make the right choices and consider the consequences of their actions
- Achievement assemblies to recognise those pupils with outstanding behaviour stickers from Headteacher
- We refer to our Rights Respecting School Charter and class charters

- Regular PHSE lessons
- Lunchtimes: Stickers for good manners, behaviour, helpfulness at lunchtime
- Visiting Headteacher or senior management team for praise

What we do to reward positive attitudes

- Instant verbal praise or written comment on work where appropriate
- Call in parents to show good work
- Positive acknowledge for achievement, effort, attitude and all other positive aspects of behaviour
- Displaying the pupil's work in the classroom to acknowledge their achievements
- Team points & stickers
- House points
- Achievements Assembly-pupils come up to receive certificate, which is displayed on the achievement board
- Class/personal targets and agreed rewards
- Share success with partner class and/or SLT

What we do if a pupil makes the wrong choice

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with the pupils involved
- Where possible, we encourage pupils to try to resolve disagreements themselves
- We encourage pupils to take responsibility for their own behaviour

Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences within behaviour tracking should be taken:

Behaviour policy in practice

Foundation stage

- On the behaviour chart all pupils begin the day with their name placed on green
- Positive behaviour is recognised by the pupil's name being moved up to silver and then gold
- Poor behaviour choices result in a pupil being moved down onto yellow and then red
- At the end of the session all pupils who have made good behaviour choices are recognised with a silver or gold sticker
- Unacceptable behaviour choices result in the pupil moving to red and consequently time out, in another class, to reflect on their choices and actions
- If the behaviour is still a concern then the pupil is taken to a member of the SLT

Key Stage 1 & 2

- VIP and helper are to model behaviour to class, take place at the front and back of the line, to be changed daily

- Classroom rules/agreements/charters displayed in class.
- Refer to above regularly.
- Be explicit about what we expect from the children.
- Support pupils so that they develop independence.
- Rewards are a right and they are not to be taken away. Rewards and sanctions are separate!
- Movement of a name/recording of name on behaviour chart/board is to only last one lesson. Each child's name begins at the top of the chart/removed from the board every lesson.
- At the end of the lesson, there must be a discussion with the child about the movement of their name. Apology is given and the child then moves their own name/peg back to the top of the chart.
- The teacher who gives out the sanction, must where possible, follow up and carry out the sanction.
- All children are treated fairly and there is to be no favouritism. However, specified children (refer to one-page profile) may have their own behaviour chart to support their additional needs.
- When warnings are given, be explicit in that their behaviour is their choice and that by ignoring the rules they are choosing to lose their break time etc.
- Sanctions are staggered

What are our zero tolerances?

- Rudeness/swearing towards staff
- Refusal to follow instructions
- Striking a member of staff
- Bringing items into school deemed to be dangerous or offensive
- Physical aggression
- Fighting
- Bullying (includes cyber-bullying)
- Homophobia, biphobia, transphobia
- Racism
- Vandalism/damage to property
- Theft
- Truancy

Where one of these occur the following consequences will apply:

- Involvement of Headteacher/deputy head
- Phone call, letter and meeting with parents to discuss matter
- Personal support programme
- Involvement of any appropriate outside agencies
- Suspension
- Exclusion

The Use of Force to Control or Restrain Pupils

This school makes use of DfE guidance: Use of reasonable force in schools (2013) in the document issued to all staff on induction and via staff handbooks – [Guidance for staff on the Use of Force to Control or Restrain Pupils](#) . This document includes guidance on: Reducing the likelihood of situations arising where force is required, deciding if force is appropriate, example of situations where the use of force may be reasonable and using force safely. All incidents which require the use of force or restraint should be reported to the Headteacher immediately and a written record kept. Parents must be informed of any incidents where force or restraint has been employed in regard to their pupil.

Reasonable force

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Essex County Council and Essex Steps training; children’s dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- causing disorder
- hurting themselves or others
- damaging property
- committing an offence
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the ‘offering an arm’. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult’s lower arm. The adult’s other hand can then be placed over the child’s for a little extra security if it is required

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Reasonable force cannot be used

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Confiscation, Banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs
- stolen items
- knives
- weapons
- cigarettes
- pornographic material
- anything else perceived to pose a threat to pupils at the school
- fireworks

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Links with other policies

This policy is linked to:

- Exclusion Policy
- SEN policy and SEND information report
- E-Safety Policy
- Child Protection and Safeguarding Policies and Procedures
- Anti-bullying Policy
- Intimate Care Policy