

CARLETON ST HILDA'S CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

MISSION STATEMENT

Open Hearts, Open Minds. Learning together with God.

INTRODUCTION

At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated.

Our curriculum is designed to provide breadth and balance of experience, knowledge, skills and understanding in all areas of the national curriculum and beyond, and is carefully structured to ensure progression for each child. We take account of each child's individual skills and interests and develop these through a curriculum which is enriched by a wide range of exciting opportunities.

Teaching and learning across all areas is set within a Christian context and our core set of Christian Values underpins our whole school curriculum as well as the daily life of the school.

At St Hilda's, we are very fortunate in having predominantly sensible and well-behaved children whose parents are supportive when matters of discipline arise. The atmosphere in our school is welcoming, purposeful and positive. However all children, from time to time, need help in managing their behaviour and adults also need support when difficult situations develop. We support the notion of having high expectations of the children and we believe in praise when it is earned. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have a right to teach without disruption, and within the wider community.

Jesus taught us to love our neighbour as ourselves so we will treat everyone in the school with courtesy and respect and develop our awareness of others' needs.

STATEMENT OF PRINCIPLES

This policy reflects our commitment to ensuring our pupils develop excellent life skills and is:

- To create an ethos in school which reflects our school aims
- To create a safe and caring environment
- To develop pupils' self discipline, full potential and independent learning
- To promote personal, social and citizenship education
- To recognise, reward and emphasise positive behaviour
- To provide a consistent framework for all children's behaviour
- To involve parents and gain parental support
- To enable the children to learn important life skills
- To encourage self discipline in all children
- To provide an effective environment for all children to learn
- To raise children's self esteem through a positive reward system

CONTEXT

Due to the current Coronavirus Pandemic please see the attached annex in response to the new school opening arrangements.

This policy is to be read in conjunction with other related school policies:

- Anti bullying
- Safeguarding
- Attendance
- Home School Agreement
- Single Equality Policy
- Special Educational Needs
- PSHE
- Learning and Teaching
- Race Equality

RULES

Classroom management

The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work and play together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Our behaviour policy is based on the following factors, each outlined in different sections within this policy:

- Behaviour for Learning
- Rules
- Consistency
- Rewards
- Sanctions / consequences
- Respect and Good relationships
- Responsibilities and Accountability

Behaviour for Learning

The real difference between Behaviour for Learning and discipline is that Behaviour for Learning is not just about children behaving well but about being encouraged to listen, speak, and participate; not just good orderly behaviour but also good learning behaviour. Teachers have a shared dialogue to promote excellent behaviour for learning.

In our classrooms we are consistent in strategies to encourage children to be independent in their thinking, responsible for their own learning and participate in each opportunity.

Our whole school agreed rules

The school rules are clearly visible throughout school. All children are taught the importance of following the rules in order to create a safe and happy environment for everyone.

1. We live our school values
2. Respect people and their property.
3. Look after each other and respect each other's feelings
4. Always listen to adults in our school and to each other
5. Follow instructions as they keep us safe
6. Be proud of our uniform and our school.

Each classroom has established, with the involvement of the pupils, a set of classroom rules. These rules are displayed in the classroom for all to see and are referred to regularly.

We also have a set of lunchtime rules devised by the school council in consultation with their peers. These rules are displayed on the corridors and in the school hall.

ROLES AND RESPONSIBILITIES

All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day and children know the rewards and sanctions that are in place. All children are treated fairly. We are inclusive, some children however with Special Educational Needs may require specific behavioural strategies and consequences. We acknowledge the schools legal duties in respect of the Equality Act 2010 and will always identify reasonable adjustments to ensure we do not discriminate against any pupil.

Respect and Good Relationships

It is expected that teachers and other school staff:

- Follow our agreed school code of behaviour and individual class charters as agreed between the teacher and his/her class
- Treat each other with politeness and respect
- Create a safe, secure environment in which children can reach their full educational potential and be happy
- Celebrate positive achievements in relation to individuals as well as groups
- Work in partnership with parents to ensure standards of behaviour are maintained
- Identify children that need extra help/support with their behaviour/emotions and liaise with the headteacher and/or SEND

The Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day to

day authority to implement the school's policy on behaviour and discipline, but the governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this in to account when making decisions about matters of behaviour.

The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for issuing fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the headteacher may permanently exclude a child. School governors are notified of any such actions. The headteacher may also seek the support of external agencies to support behaviour management strategies in school.

The role of Teachers, Teaching Assistants and other paid staff

It is the responsibility of class teachers to ensure that the school rules and classroom rules are enforced and that children behave in a responsible way during lesson time.

The class teachers in our school have high expectations of children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, showing respect and understanding of individuals.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents himself/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy headteacher and/or headteacher.

The class teacher will liaise and work alongside external agencies eg Stepping Stones to support behaviour plans of individual children within their classes.

The class teacher reports to parents and carers about the progress of each child in their class in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour and welfare of a child. Behaviour procedures may follow between school and parents eg home school behaviour diary.

Parents

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the Home–School Charter.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school including completion of any assigned work during a period of exclusion.
- Parents must take responsibility for their child if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** and **local authority** may issue a penalty sanction of £60 (rising to £120).
- Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.
- Parents are expected to attend a reintegration interview following any fixed period of exclusion from primary school.
- If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should first contact the Head Teacher or Deputy Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Pupils

It is expected that children will follow the rules set out in the Home-School Charter and:

- Set an example to their peers especially the older children setting the example and expectation of behaviour to the younger children.
- Respect all adults in the school.
- Remind other children if they are showing the incorrect behaviour – tell them to set the example.
- Work hard to achieve the range of rewards.

REWARDS

Good behaviour is promoted by praise and reward systems. These include:

- Verbal/non verbal praise
- Team points
- Stickers
- Headteacher Awards
- Class Star of the day
- Class weekly Superstar certificates
- Breakfast Club and After School weekly Superstar certificates
- Lunchtime weekly Certificate to celebrate respect and politeness towards others at lunchtimes
- Individual class incentive systems
- Special certificates to mark special events such as sporting achievements
- Weekly Celebration Assembly – Friday mornings

SANCTIONS

If a child has not behaved appropriately or broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This will be directly related to what they have done and will help them to learn how they can put things right.

Behaviour which disrupts learning or interferes with the wellbeing of others is dealt with by the following steps:

1. The child is given a warning
2. The child is given "time out" in the classroom or environment they are in at the time. This may be recorded in the "Red Book"
3. The child is referred to the deputy head or other senior member of staff for "thinking time" at break and parents are notified.
4. The child is referred to the headteacher and parents are called for a discussion regarding appropriate next steps

Sanctions outside the school gate

This may include:

- Taking part in any school organised or school related activity (eg. School trips, sports matches)
- Travelling to and from school
- When the child is wearing school uniform
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour which could pose a threat or a health and safety issue to another pupil, a member of staff or a member of the public or could adversely affect the reputation of the school

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

DETENTIONS

Whilst Carleton St Hilda's does not use a formal system of detention, in following through with the logical consequences pupils may well miss all or part of playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably given consideration for time to eat, drink and use the toilet.

Detentions out of school hours will not be used.

USE OF EXCLUSION

It may be necessary to exclude a child from Carleton St Hilda's although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will most likely have their own Individual Behaviour Plan.

As a Christian school that promotes a fully inclusive curriculum and school experience, we will always make use and follow the steps of the Inclusion pyramid as alternatives to exclusion. (See appendix 4)

The decision to exclude is taken by the headteacher and this may be a fixed term or permanent exclusion. The headteacher will take in to account the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach
- Compromises the health, safety and well being of both other children and adults in the whole school community

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have a right to appeal the decision to an independent review panel of the governing body.

The school has a duty to provide suitable full time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive days.

The school will endeavour to set and mark work assigned to all excluded pupils during the first five days of any exclusion.

Criminal law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

POWER TO SEARCH/CONFISCATION OF INAPPROPRIATE ITEMS

School staff are protected against liability for damage to, or loss of, any confiscated items provided they act lawfully and reasonably.

An item which has been confiscated by a member of the school staff must be kept in the school office until the end of the day when it will be returned to the parents (or in extreme cases the Police).

School staff have the power to search without consent for “prohibited items” which include:

- Knives/weapons
- Alcohol

- Stolen items
- Illegal Drugs
- Cigarettes
- Pornographic images
- Any article used or likely to be used in an offense or that could cause damage to property or personal injury
- Mobile telephones
- Any item that has been banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons, knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return the confiscated item or whether to dispose of it.

POWER TO USE REASONABLE FORCE

All members of the school staff have a legal power to use reasonable force.

Reasonable force covers a broad range of actions that involve a degree of physical contact with pupils. Force is used to either control or restrain. Force is never used as a punishment.

The decision whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend upon the individual circumstance.

Staff have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs. (See SEN policy and Individual Care Plans)

Reasonable force may be used in the following situations:

- Teachers will physically separate pupils found fighting
- If a disruptive pupil refuses to leave the room when instructed to do so, they may be physically removed
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil
- Restrain a pupil at risk of harming themselves through physical outbursts
- To prevent pupils from hurting themselves or others
- To stop a pupil from damaging property

PREVENTION OF BULLYING

Bullying is unacceptable at Carleton St Hilda's and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure all children attend school free from fear.

In order to prevent bullying and deal with incidents of bullying, we employ a range of strategies including circle time, monitoring areas within the school building ie toilets, cloakrooms etc and monitoring of the playground by staff on duty.

See our Anti bullying policy.

PUPIL AND SCHOOL SUPPORT SYSTEMS

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice.

We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan (IBP) will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy alongside Appendix 2.

Appropriate staff training is undertaken at regular intervals both with teaching staff and support staff.

CONSULTATION, MONITORING AND EVALUATION

The Head teacher monitors the effectiveness of this policy on a regular basis. The Head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher / Deputy Head records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy annually each year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

COMPLAINTS PROCEDURE

Complaints Procedure This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office and on the school website.

In respect of this particular policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Appendix 1

Our school sanctions

Our usual school sanctions apply when children in school do not follow our school rules.

We will always use a restorative approach to dealing with poor behaviour. This will apply particularly in cases where the rules that are broken relate to safety in school. We will ask children to reflect on the consequences of their behaviour choices. Our restorative questions are:

- *What happened?*
- *What were you thinking of at the time?*
- *What have you thought about since?*
- *Who has been affected by what you have done?*
- *In what way have they been affected?*
- *What do you think you need to do to make things right?*

Our school rewards

Our usual school rewards will apply.

Appendix 2

Pupil Support

We understand that this is a difficult time for children and we will provide support for our children to settle back into school. This will include:

- *Refreshing all our children on our school routines and expectations*
- *Talking to our children about our behaviours, rules and routines and why we need these*
- *Talking to our children about how they might be feeling and how to deal with their feelings*
- *We will use a wide range of resources to support children to understand and manage their feelings*
- *We will provide additional support and signposting of other agencies when it is needed*

Reasonable adjustments

As at all times we will make reasonable adjustments as appropriate for our children with SEND needs. Behaviour plans will continue to include reasonable adjustments when appropriate.

These adjustments will be in line with the current Government guidance around social distancing and the guidance on the implementation of protective measures.

Appendix 3

Example of a Graduated Approach to behaviour/ SEMH

This may be included to show the school system of pupil support

This cycle assumes that strategies such as mentoring, report cards, parental meetings have already been used and that incidents are escalating

Assess	Classroom observations, behaviour logs to identify patterns Identify any gaps in learning which may need standardised assessments such as WRAT How does the learner learn? Consider other factors such as health, family background, safeguarding risks Boxall profile SDQ
Plan	Planning involves pastoral staff, pupil, parents, academic mentor as appropriate Use assessment results to identify the resources required Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Consider small group support , linking to assessment results. For example, socially Speaking, understanding and controlling emotions activities, self esteem work, nurture/ peer support as appropriate Ensure class teacher is aware of strategies to use and developed within the group work as appropriate
Review	Evaluate impact of interventions on progress and behaviour Consider seeking advice from other agencies if no progress

Additional cycle

Assess	Consider previous assessments and current progress. Are there any additional assessments needed? Consider additional external diagnostic assessments such as EP, SALT Are there any social issues needing a CAF? Emotional or health issues needing medical input?
Plan	Plan how to implement the recommendations and strategies from external service reports Ensure that gaps in learning are addressed Ensure support is deployed as appropriate Ensure staff are clear of the plan and manage behaviour consistently Set appropriately challenging SMART targets based on any learning needs and SEMH needs

	Set a review date.
Do	Small group and individualised interventions which may include individual counselling
Review	Evaluate impact of interventions on progress and behaviour Consider seeking advice from other agencies especially the SENDO if no progress Consider the use of an intervention placement or managed move if there has been no progress If there has been some progress an additional cycle of assess, plan, do. Review should be used

Further cycle

Assess	Consider previous assessments and current progress. Are there any additional assessments needed to identify any unmet needs? Consider any further external diagnostic assessments such as EP, SALT, SEMH support These may be undertaken in another setting e.g. an intervention placement or there maybe another on or off site alternative provision offered at this point (e.g. some time out of class) Are there any other agencies needing to be involved?
Plan	Plan how to implement the recommendations and strategies from external service reports Ensure that gaps in learning are addressed Ensure support is deployed as appropriate Ensure staff are clear of the plan and manage behaviour consistently Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Small group and individualised interventions which may include individual counselling Small group teaching
Review	Evaluate impact of interventions on progress and behaviour If no progress gather evidence for a EHC referral If there has been some progress an additional cycle of assess, plan, do, review should be used

Appendix 3:

