

St Elisabeth's CE Primary School



Belonging, Believing, Becoming

Behaviour Policy

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Ratified by *Governors*: April'21

Reviewed: Spring 2022

At St. Elisabeth's CE Primary School, we aim to promote excellent learning and achievement and to prepare our pupils for life. We seek to create an environment which encourages and reinforces good behaviour. Furthermore, society expects good behaviour as an important outcome of the educational process.

STATEMENT OF ENTITLEMENT

All pupils have a right to learn. Every teacher has the right to teach.

OUR AIMS AND OBJECTIVES

1. To encourage a calm, purposeful and happy learning environment built on our Christian ethos.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To provide a consistent approach for promoting positive behaviour.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying and discrimination if and when they occur.
11. To keep up to date records of all behaviour

Responsibilities of different members of the school community

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.

Responsibilities of Staff

1. BE a good role model
2. BE assertive but NOT hostile or aggressive
3. ESTABLISH clear high expectations and communicate these clearly to children. There are clear rules, rewards and sanctions
4. BE CONSISTENT. **Everyone** in school implements the behaviour policy consistently.
5. CREATE a well-planned and well-managed learning environment with a calm and positive ethos
6. BE POSITIVE. Staff reinforce good behaviour through praise and rewards
7. SHOW RESPECT to children, parents and other staff in line with the school's Christian ethos.
8. TEACH good behaviour
9. NEVER tolerate swearing, violence towards staff or children, bullying or children leaving an adult without permission. The use of physical punishment is never supported under any circumstances
10. RECORD and REPORT positive and negative behaviour using the appropriate systems.
11. Comply fully with the school's policies and procedures.
12. Treat all children fairly and with respect.
13. Raise children's self-esteem and develop their full potential by offering high quality, inspiring learning experiences.
14. Establish effective partnerships with parents so that children can see the key adults in their lives share a common aim.

15. Recognise each child as an individual and to take into account the needs of each child.
16. Ensure strategies are put in place to support the behaviour of particular children and that work is matched at the correct level. All guidance from senior staff and outside agencies to be followed.
17. Record and report positive and negative behaviour as outlined in the behaviour policy following discussion with the children involved by the member of staff who was present when the incident took place.
18. Ultimately, the behaviour management within the classroom is the responsibility of the teacher/HLTA who is responsible for the class at the time, supported by the support staff.

Responsibilities of Parents

1. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
2. To behave appropriately when speaking/meeting with staff, other parents and children in line with our 'Respect' agenda.
3. To tell school staff about anything that may affect children's learning, behaviour and well-being at school.
4. To show an interest in all that their child does at school.
5. To establish good communication with school staff and support the behaviour policy.
6. To work with school staff to address and review any behaviour issues with their children.
7. To offer help and support with learning at home, including the completion of homework.
8. To provide children with the appropriate school uniform, including PE kit and shoes and ensure that their children are dressed appropriately for school.
9. To supervise children's use of the internet for school/educational purposes following e-safety guidelines.

Responsibilities of Governors

1. To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.
2. To ensure the behaviour policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management and the recording and reporting of positive and negative behaviour.
5. To ensure that staff undertake appropriate behaviour management training.
6. To nominate a governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.
7. To review their policies and procedures regularly.

The Behaviour Procedure

We celebrate good learning, good behaviour, good attitudes and individual effort. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour. We use positive behaviour management which uses clear rules, rewards and consequences.

School Rules

The School has developed three basic rules:

Be kind

Be safe

Follow instructions first time

These rules will be reinforced in class on a daily basis and are displayed for all within the classrooms and around school.

Rewards

- Praise and 'Thank you' when children make good behaviour choices. Positive verbal feedback will be given during lessons concerning work.
- Immediate rewards will be given for good behaviour and work in the form of stickers, stamps, merits and gold cards.
- When a class has achieved the most gold cards during the week, they celebrate by having a reward decided between the class staff and the children eg an additional playtime, playing with the parachute, art activity.
- We celebrate excellent learning and behaviour in weekly Collective Worship each Friday. This takes place in school for KS1 and EYFS, and in church for KS2. One child per class is chosen by the class teacher and awarded a certificate in assembly for being the 'Top Learner'- these children show their work in the assembly. Another child is chosen by the class teacher for excellent behaviour. The Celebration Assemblies take place on Fridays. Parents are invited in order to see their child receive the certificate. Invites are sent on the Monday before. Celebration assemblies on Fridays will also recognize other achievements outside of school such as sporting activities. *In Lockdown, these achievements are celebrated in the weekly Newsletter.*
- Exceptional behaviour, work or progress will be rewarded with a Head Teacher and /or Deputy Headteacher Award (sticker) for pupils and work if appropriate. Work is copied and sent home with the child.
- At the end of each half term a child, a child from each class will be chosen by the Playleaders for good behaviour at lunchtime to sit with and have lunch with the Headteacher and Deputy Headteacher.
- In the final week of each half term, one child from each class is invited by the Headteacher and Deputy Headteacher for one of the following: exceptional behaviour, improve attitude to learning and improved behaviour to attend a special celebration with a drink and a biscuit.

Consequences

- All teachers at St Elisabeth's wish to praise rather than reprimand pupils.
- Staff ensure that they use the Restorative Approaches and the specific vocabulary in order to resolve issues. (Training to be delivered)
- Children will be given the opportunity to make the right choice; if they demonstrate unacceptable behaviour they will be given a non-verbal clue to show that their behaviour choice is not appropriate. If the behaviour continues, the child will be given a verbal warning using the language of choice and encouraged to make the correct choice. After this, the child will be asked to move to an alternative place in the classroom. All classes have a designated area for this.
- Pupils need to know that they are to be given 3 chances and then the sanction will be imposed. Staff will keep a log of these incidents so that they can be monitored throughout the school.
- If a child continues to make an inappropriate choice for a 4th time then time off playtime/lunchtime will be issued.
- If a child demonstrates persistent disruptive behavior, the pupil will be sent to the Phase Leader for time out for the remainder of the session/am/pm.
- If a child demonstrates persistent disruptive behaviour on 3 or more occasions, they will be invited to meeting with parents/carers to formulate a Behaviour Plan to support the child to move forward. This will be completed with the Phase Leader.
- Circle times are used to help pupils to understand behaviour and a restorative follow up will occur.
- Wherever possible sanctions are to be applied immediately rather than deferred.
- Children who demonstrate any of the following will be removed from class straight away and taken to the Headteacher/Deputy Headteacher:

Damaging school property, refusing to work after take up time has been allowed, defiance, swearing, lying, graffiti, hitting, slapping, punching, kicking, pushing, refusing to follow instructions after explanation and/or take up time, being disrespectful to staff, wilful and unprovoked kicking, fighting, dangerous refusal to follow instructions, swearing at staff, racial abuse, homophobic language, sexualised behaviour, stealing, physical abuse of staff, bullying, biting, bringing inappropriate items into school. Staff will keep a log of these incidents so that they can be monitored throughout the school. Parents/carers will be

invited into school to discuss their child's behaviour. The first time this happens, the child will receive an internal exclusion in a different Key Stage for the rest of the day. If it happens again the child will have an internal exclusion in a different Key Stage for the rest of the day and one additional day. Further offences may result in an external exclusion.

- There is to be emphasis on natural consequences e.g spill drinks on purpose, clean it up rather than standing against the wall. The damaging of property will incur a cost or the need to replace or repair.

Exclusion

In extreme cases, the headteacher may exercise the right to exclude. We follow the guidance contained in the document, *Exclusion from maintained schools, Academies and pupil referral units in England*, significant sections of which appear below.

"Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion." (Reference: DFE-57501-2012, paragraph 1)

"When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'." (Reference: DFE-57501-2012, paragraph 7)

"Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school." (Reference: DFE-57501-2012, paragraph 14)

"A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." (Reference: DFE-57501-2012, paragraph 15)

"Whenever a headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it." (Reference: DFE-57501-2012, paragraph 25)

"Where an excluded pupil is of compulsory school age the head teacher must also notify parents without delay, and by the end of the afternoon session, that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so." (Reference: DFE-57501-2012, paragraph 28)

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our general behaviour management strategies. The alternative procedure will be formed in agreement with the child, their parents, the relevant school staff and external agencies. The procedure will be clearly explained in the child's Support Plan and to all those who might have contact with the child in school. Some children who have significant difficulties, in respect of their behaviour, may also need a 'Handling Plan' which documents strategies for the different levels of escalation. However, if allowing the pupil to remain in school after an incident would seriously harm the education or welfare of the pupil or others in the school," (Reference: DFE-57501-2012, paragraph 15) then it may be appropriate for a fixed term exclusion to be sanctioned.

Allegations against staff

All allegations against staff will be dealt with according to the school's safeguarding policy, our care and control policy, complaints policy and current Government guidance. If a child is found to have made a malicious allegation of abuse against a member of staff, this "is a serious matter on which the school should take appropriate disciplinary action". (DfES School Discipline and Pupil Behaviour Policies: Guidance for Schools).

Racist remarks/hate incidents

Dealing with racist incidents:

If a racist comment is made these are the procedures school will follow:

- A senior leader will investigate the incident and decide if an offence has taken place.
- A telephone call/meeting with the victim.
- A meeting with the parents of the perpetrator will be called as soon as possible.
- Letters will be sent to the parents of both the victim and the perpetrator after this meeting, outlining the incident and actions taken.
- The perpetrator will be put on report for one week and will also miss playtimes for the remainder of the day plus the following day.
- Monitoring of both the victim and the perpetrator will be carried out by Headteacher or Deputy Headteacher or Phase Leader.
- The incident will be addressed discretely in the classroom/across school through a circle time/Collective Worship.

If racism is repeated, then further sanctions will be taken including exclusion if appropriate.

All racist incidents/hate incidents will be recorded in accordance with the Local Authority directive.

Bullying

Bullying is the on-going, willful, conscious desire to exercise control over another person by hurting, threatening or frightening someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. All incidents of bullying, alleged bullying and aggressive incidents are recorded carefully, investigated and followed up. The behaviour of the bully is monitored and the welfare of the victim. The parents of the victim and bully are informed about the incident and the consequences. The victim's parents are informed about the results of future monitoring.

Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

Related School Policies

The Behaviour Policy is one of the essential Safeguarding Policies of the school.

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The following school policies are related to the Behaviour Policy:

Safeguarding Policy

Health and Safety Policy

Anti-Bullying Policy

Safe Use of the Internet Policy

Administering Medicines Policy

Special Educational Needs Policy

Code of Conduct for Adults

Care and Control Policy

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

Powers to Discipline:

"Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances."

"Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property." Headteachers can also decide to exclude a pupil, either for a fixed term or permanently.

Searching pupils:

"School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items."

Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom."

Some members of staff have undertaken 'Team Teach' training. This national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves, other children or staff. Training for other staff not currently trained will be organised this year.

At present, the staff trained include Amanda Lancashire, Philippa Charlesworth, Tracy Wells, Maria Jones, Ian Tune, Kayley Henstock, Natalie Hague, Louise Mullins, Colette Hallworth, Harriet Iveson, Ruth Bankier, Hayley Williams, Kathryn Johnson, Claire Allison, Anna Varela.

Annex A Adaptations to the behaviour policy during school reopening

As we reopen the school and increase the number of children in the school the behaviour policy needs to be adapted. The adaptations are mainly in a response to the fact that school will be very different with groups of no more than 8 children operating in class bubbles and maintaining a social distance wherever possible; this also includes the Key Worker groups.. Therefore, there will be a different focus on behaviour and the need to follow instructions relating to complying with rules that support the latest DfE guidance around reopening schools.

All of the below expectations sit well within our three school rules of

Be kind,

Be safe

Follow instructions first time with an increased focus on being safe.

Consequently, children are expected to:

- follow any altered routines for arrival or departure - these have been clearly communicated to parents
- follow school instructions on hygiene, such as handwashing and sanitising - these instructions will be shared with children on their first day back in school and must be adhered to.
- follow instructions on who pupils can socialise with at school - Key Worker/the class bubble concept has been communicated to parents and it will be made clear to children on their first day in school
- move around the school as per specific instructions - the main corridors of the school has been marked out to showing clearly that children should be 2 metres apart. Children will continue to walk on the left of the corridor.
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands - posters concerning personal hygiene are in each classroom; children will be shown how to catch a sneeze in their elbow and how to dispose of tissues in the lidded bins
- tell an adult if they are experiencing symptoms of coronavirus - clear guidance has been sent out to parents about the procedure that school will take when a child is experiencing symptoms. Child will be taken to the old staffroom with the door closed and windows open whilst parents are called to collect their child. PPE to be worn by staff if 2m distance cannot be adhered to.
- follow rules about sharing any equipment or other items including drinking bottles - information has been sent to parents about what children should bring and what they should not bring into school
- follow amended expectations about breaks or play times, including where children may or may not play - the children will be told which designated area they are to use and they must remain in that area
- follow the expectations on using the toilets - no more than one child is to use the toilets at any one time and children are to wash their hands for 20 seconds after using the toilet.
- follow clear rules about not coughing or spitting at or towards any other person - any child that coughs or spits towards another child intentionally will be removed from the class group bubble. Their parents will be contacted and the child will work away from their class bubble for the rest of the school day.

- follow the school rules for pupils at home about conduct in relation to remote education - our remote learning is not live streamed and therefore there is no live communication between school and home.

Adaptations

Please note where children do not follow our new Covid 19 risk reduction school rules or behaviour expectations as a result of a lack of understanding or an underlying condition, we will look at adaptations to support developing their understanding. Such adaptations may include personalising play resources within their social bubble, social stories, breaking down instructions, visualizing expectations and ensuring that an appropriate risk assessment is in place.

For children who still struggle to follow the new safety rules and expectations this may require reduced hours at school, or it may be deemed following the risk assessment that home is the safest place for them, as first and foremost we must consider the safety of the child and others. Please note any such decision would be made in conjunction with parents/carers.

This is very much in line with the DfE guidance for such vulnerable children which states:

it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment.

The school rewards and sanctions system will now be altered in the following ways to adapt to the new school provision.

Sanctions

Children who do not follow expectations within the classroom setting will have time out away from other children in the bubble yet still within the classroom setting. Parents will be notified of this at the end of the school day by the class teacher. Repeats of these actions will result in communication from the Deputy Headteacher or Headteacher.

Children who do not follow expectations in an outside setting at break and lunchtime will first be warned and upon not heeding a warning will have time out within the designated play area eg stand against a wall for a limited time until they are ready to join back in with the group following expectations. Parents will be notified of this at the end of the school day by the class teacher. Repeats of these actions will result in communication from the Deputy Headteacher or Headteacher.

Children who repeatedly and intentionally do not follow expectations within either a class or an outside setting during a school day will spend time away from their class bubble. Parents will be contacted by the Head teacher or in her absence, the Deputy Head teacher during the school day. Parents will be reminded of the seriousness of the situation and of the possibility of a Fixed Term Exclusion if serious intentional rule breaking continues.

Please note where children do not follow our new Covid 19 risk reduction school rules or behaviour expectations as a result of a lack of understanding or an underlying condition, we will look at adaptations to support developing this understanding. Such adaptations may include personalising play resources within their social bubble, social stories, breaking down and visualizing expectations. For children who still struggle to follow the new safety rules and expectations this may require part time schooling, as first and foremost we must consider the safety of the child and others.

This is very much in line with the DfE guidance for such vulnerable children which states:

it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment.

The behaviours below are severe and need to be directed to HT or DHT:

- Swearing at a child or adult
- Stealing
- Homophobic/racist language
- Wilful and unprovoked kicking, fighting, dangerous refusal to follow instructions, swearing at staff,
- sexualised behaviour, physical abuse of staff,
- bullying,
- biting,
- bringing inappropriate items into school.