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school

Behaviour Policy

Approved by:	Full Governing Body
Reviewed:	15 May 2020
Date of Next Review:	May 2022

Ashleworth C of E Primary School
Respected and Nurtured for Uniqueness

Introduction:

Behaviour Policy in a Church of England School is informed by Christian Values, which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.¹"

Widely known as 'The Golden Rule', this teaching underpins our school's behaviour policy and acts as the guiding principle in the '3Bs', which is the code by which we learn and relationship with each other.

As a Church of England (Controlled) School we believe that behaviour towards each other should be founded in a Christ-like attitude² which recognises the equality of each other³ and the need to be a support for one another. Within this policy we wish to reflect the importance guidance and principles contained within the 'Valuing All God's Children' document (National Society July 2019). Whilst this document deals primarily with the Church School's response to homophobic bullying, the philosophy and ethics behind it are equally important for dealing with all forms of bullying should they arise. This aim and policy will be monitored and evaluated by governors and staff at least annually. The Equal Opportunity statement, Bullying, Exclusion and SEND policy are all closely related to this policy and should also be read.

Our school aims to:

Be a centre of excellence, with a warm welcoming and inspirational environment in which high expectations of behaviour and self-control are promoted, so everyone feels cared for, valued and respected.

Our Behaviour Policy aims to:

(Values are highlighted in bold type)

- foster a positive and **compassionate**⁴ environment in which all children can flourish and reach their full potential,
- develop relationships based on **respect**⁵, **generosity**⁶, integrity and **trust**⁷ between all members of the school community, including parents and members of the Governing Body,

¹ Matthew 7:12 NRSV

² Philippians 2:1-11

³ Galatians 3:26-28

⁴ Colossians 3:12

⁵ 1 Peter 2:17

- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways),
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- give children the confidence that issues relating to behaviour will be referred back to the **school rules** and the school's core Christian values of **trust**, **perseverance**⁸ and **friendship**⁹.

As a direct consequence of the Behaviour Policy:

Children will:

- build strong relationships
- experience what it means to live as a member of an open, **generous**¹⁰ and **forgiving**¹¹ community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy via School Council and class based discussions

Teachers will:

- model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children.
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are **just**¹², unbiased, and informed by the school rules and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home; for example through attending and sharing in Collective Worship

Agreed and consistently applied rules

Everyone in our school will use the agreed reward and sanctions procedures and children will at all times be expected to follow a direct instruction given by an adult.

⁶ Mark 12:31

⁷ Ecclesiastes 4:9-10

⁸ Philippians 4:13

⁹ 1 Thessalonians 5.11

¹⁰ 2 Corinthians 9:7

¹¹ Matthew 18:21-35

¹² Micah 6:8

Our school rules form the basis of our behavior management and apply in school and on the playground. . They have been written in consultation with the children. And they have identified the values they feel the rules exemplify. They will be displayed in strategic positions around the school and in every classroom. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed. Until a review, our school rules are:

- Think of others before yourself
- Never say no, always have a go
- Always have a positive attitude to your learning
- Keep your hands and feet to yourself
- Respect our environment and the people in our community

School Practice

- Adults will set good examples and be excellent role models
- Public and private praise is an integral part of our behaviour management
- Adults must have a consistent approach
- Children will be given time to appraise their own behaviour (through role play, circle time)
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic
- Children will be taught strategies for independent working
- Circle time activities will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos
- Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, eg **compassion**, looks like in practice.

Values:

- Collective Worship is used to support children as they move through the developmental process of learning about, reflecting on and responding to a value.
- Ashleworth Aces: These are nominated weekly by staff. They are announced in Friday celebration worship. Aces are awarded to children for a number of reasons including; demonstrating the school rules, achievement or displaying a positive attitude
- Values Champion: These are awarded every half term to a child who has 'lived out' our value. The children nominate who should receive the award and explain their reasons for the nomination. The recipient receives a prize and their photo is display in Reception and on the Values Champion board

Unacceptable Behaviour

When children's behaviour is not acceptable

- Adults must seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness**¹³ where there is an acknowledgement of wrong doing
- Adults must try to discover the reason for the behaviour – health, learning difficulties, bored, home circumstances, preferred learning style not being met.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self-image
- Adults should consult colleagues/Headteacher for any relevant information about the child
- Adults should
 - check child's understanding;
 - establish whether they know the behaviour is unacceptable;
 - explain the effect that such behaviour has on others;
 - examine strategies for avoiding same situation;
 - encourage child to think of or offer some other alternatives.

**Remember - It is the behaviour, that is unacceptable – not the child
Consider the deed not the perceived reputation of the child**

Prior to the sanctions being imposed please ensure that you have tried the following:

- Ignore/distract
- Scan classroom regularly
- Circulate around the class
- Make eye contact
- Target questions
- Change activity or pace
- Move closer to source of inappropriate behaviour
- Move child closer
- Use hypnotic language – 'I know that you will do this sensibly' rather than 'Don't do this.....'

Sanctions are then implemented.

Exceptional Circumstances

Children can 'skip' stages because the nature or severity of their behaviour meets the following criteria:

- Children are disobedient or disrespectful to adults
- Violent behaviour (child intends to physically harm)
- Use of proven racist remarks (this needs to be recorded separately by the HT)
- Swearing/use of inappropriate/using words offensively. (in KS1 a more didactic approach to swearing will be adopted)
- Graffiti, vandalism or serious defacing of property
- Bullying (see policy)
- Possession of/participation in, the intake of tobacco, alcohol and drugs.
- Possession of knives or other dangerous weapons

¹³ Psalm 86:15

The following provision is available for children who need to be taught new behaviours:

- Class circle time
- Time with the Headteacher or identified member of staff
- Use of research based resources/programmes
- Involvement of outside agencies EG - ATS

Bullying is not acceptable. We define it as:

- Deliberate hurtful behaviour
- Repeated over time

It is difficult for those being bullied to defend themselves

There are three main types of bullying:

- Physical hitting, kicking, taking belongings
- Verbal name calling, insulting, racist remark, homophobic remark
- Indirect spreading nasty stories about someone regularly excluding someone from social groups

Our school endeavours to provide an environment where bullying does not occur.

Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly
- The victim will be given support and advice
- Bullies will be talked to and will be encouraged to see the victim's point of view
- The names of children / bullies will be recorded by the Head Teacher
- Parents of the bullies will be informed
- The Headteacher will meet with the parents of the child being bullied

Safeguarding/Child Protection:

When considering the behaviour of pupils, especially negative behaviour, all staff will pay due regard and attention to safeguarding and child protection procedures (see Child Protection and Safeguarding policies). It should not be assumed that negative behaviour is always associated with safeguarding or child protection concerns, but for the safety and interest of the child, it must be considered. Any staff concerned that a pupil's behaviour may be resulting from safeguarding or a child protection issue must log and discuss the issue or concern with the Designated Safeguarding Lead, who is the Head teacher, or the Deputy Designated Safeguarding Lead.

- **Our Sanctions**

Principles

Sanctions must relate to the school rules and agreed standards of behaviour and should be clear, simple and immediate.

They must be consistently applied across the school to all children – no exceptions.

There is clarity and some clear examples of what constitutes inappropriate behaviour at each level of the sanction system.

The sanctions are separate from the reward systems.

The sanctions reflect the age of the children involved and so may vary across the school.

All adults participate in the application and enforcement of the sanctions.

The 3 stages

There are 3 stages and there is a visible way of showing which stage a child is on. This may vary across the phases. Prior to the first stage adults will have distracted, ignored etc.

- Stage 1 would be a direct indication to the child that they have behaved in an inappropriate way. This would involve the child's name being moved down on the zone chart and a possible 'Time Out' or loss of time at playtime or lunchtime
- Stage 2 would result from a continuation of the behaviour and would warrant the child being moved to the red area of the zone board. This would result in a loss of privileges for the child; usually in the form of lost play/lunchtime. A child will complete a reflection form. For younger children, an adult will support with this
- Stage 3 would result in removal from the classroom to the Headteacher. Each stage 3 incident is assessed and appropriate actions taken.

Children will receive a fresh start daily, in line with our Christian ethos of forgiveness and fairness. All children begin each day in the green section of the zone board. Children in Class 2, record their place on the zone board at the end of each day. Rewards are given to children who end the school day on silver or gold.

Beyond stage 3

Isolation

This is a period of time spent out of the classroom working in another location **under adult supervision**.

Internal Exclusion

This is a period of time (maximum of one day) spent excluded from the classroom. Teachers set work for the child, who will be supervised by the Headteacher or another designated adult other than the child's class teacher. There will be no interaction with peers, including during break or lunchtimes.

Exclusion

Any exclusion will be the decision of the Headteacher and will follow a formal procedure as agreed by the Governing Body in consultation with the LA.

Informing Parents

The Headteacher will send home letters informing parents of a withdrawal from class at Stage 3. Acknowledgement of these letters is required.

Children using the sanctions system frequently must be referred to the Headteacher in order that they have individual targets and are placed on the SEND register and a My Plan written. It may be necessary for a Behaviour Contract to be written. Any inclusion on the SEND register will be done in consultation with the SENDCO.

If deemed necessary, Behaviour Logs will be kept for individual pupils as a result of on-going concerns about behavior.

All adults in the school must be respected so the same principles will apply to all staff, governors and any visitors to our school.

Our Reward Systems

Principles

The rewards are simple

The reward systems are separate from the sanctions

They are based on positive celebration of good behaviour/attitude/work

They can relate to the school rules

They are interlinked

They have individual phase interpretation but have the same consistent skeleton

Rewards cannot be removed once they have been given – the sanctions policy reflects this

The rewards reflect the age of the children involved and so vary across the school

1. A house point system

Earth, Neptune, Jupiter

Every child will belong to a house. Siblings can belong to the same house. House points will be awarded for attitude to learning, effort, work produced, home learning/attendance, behaviour and good manners.

House points will be recorded on our points tree and totals will be shared every half term.

There will be a reward for the house with the most points.

Y6 children will be selected to be House Captains and Y5 as Vice Captains.

2. Ashleworth Aces:

Celebration Worship takes place on Friday. Aces are awarded by staff, to children, who have excelled in any aspect of school life. Photos of children awarded an Ace are shared with parents vis Class Dojo.

3. Headteacher awards

Children who have behaved particularly well, or produced particularly good work, should be sent to the Headteacher for a special Head Teacher's sticker.

4. Attendance Awards:

100% attendance is celebrated. Pupils' names are displayed around the school. An award is given to children who have 100% attendance every half term. Any child with 100% attendance, for the academic year, will be awarded a voucher during the final assembly of the year.

5. Spelling Champion:

A trophy is awarded, half termly, to a child in each class who has made displayed **perseverance** with spelling.

The Use of Reasonable Force to Control or Restrain Pupils

Reasonable force may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury to the pupil, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

If possible all incidents of restraint should be witnessed by another responsible adult

All incidents must be recorded and reported to the Headteacher

The Headteacher authorises staff to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result (section 550a Education Act 1996)

Degrees of Physical Contact

Touching	Everyday acts of communication by physical means to indicate approval, affection, sympathy or to assist teaching.
Holding	The use of physical contact applied with a minimal degree of force to direct or calm a child, which does not restrict liberty or restrain.
Restricting liberty:	Pupils should be removed to an area which is overlooked or has open access.
Restraint:	A positive application of sufficient force by physical means alone to ensure that a child does not injure them self, a member of staff, another pupil or property. Staff will be trained in appropriate methods of restraint.

What is not acceptable

Holding a pupil by neck or collar, or in any way that might restrict breathing

Slapping, punching or kicking a pupil

Twisting or forcing limbs against a joint

Tripping up a pupil

Holding or pulling a pupil by their hair or ear

Holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent

Complaints Procedures

A pupil wishing to complain should be treated courteously and without prejudice. A member of staff not involved in the incident should record the complaint, verify and read through with the pupil.

If a complaint is received from a parent or carer which alleges some form of pupil abuse or injury, whether inflicted during the restraining of a pupil or not, the Headteacher must record the complaint in writing, if the parent has not already done so. This recorded information must include where and when the incident occurred, and include as much detail of the alleged injuries or abuse as possible. At this point, it is important that the Headteacher confirms to the complainant that a full and detailed investigation will be conducted immediately.

If a complaint is received from a member of staff who has been verbally or physically assaulted, the headteacher should:

- Proffer immediate support and help to the member of staff to deal with any trauma and re-establish confidence
- Offer medical support if any physical injury has been sustained and recommend a visit to the doctor
- Report the to the Chair of Governors
- Compile a list of witnesses, conduct interviews and collect statements
- Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statement of witnesses
- Where appropriate, inform the Police
- Advise the member of staff to contact their union or professional association immediately before responding to any aspect of the complaint.

Conducting and Concluding an Investigation

In conducting an investigation the Headteacher, or appointed investigator, will need to ensure that all appropriate evidence is considered.

If, having examined all the facts, the Headteacher is satisfied that the course of action taken during the incident complied with the school's policies as approved by the governing body, and the Local Authority guidelines and directives, and that in the circumstances there was no other reasonable course of action available, or no case to answer, then the following procedures will conclude the matter:

- notify the complainant of the outcome of the investigation
- notify the pupil's parents or carers or responsible person or agency of the outcome of the investigation. (It is not a requirement to reveal the detail)
- notify the local Educational Authority and Chair of Governing Body
- record the outcome of the investigation, sign the record of the incident, ensuring a copy is placed on the appropriate file.

Subsequent to this conclusion, consideration may need to be given to the possibility of disciplinary action against the member of staff or pupil. This will be pursued in accordance with approved school policies on discipline and behaviour.

Cases Requiring Further Action

If the Headteacher concludes, after investigation, that a complaint has substance, then further action will be required.

- In a case of complaint from a pupil, the incident may require to be further investigated under the Child Protection procedures appertaining to the school. Parents or carers must be immediately informed in writing if this is the outcome.
- In a case requiring disciplinary proceedings against a member of staff, the governing body, and the Local Authority (members should also seek advice from their professional association) will need to be informed and all statutory employment legislation and agreed procedures followed. Members must make themselves aware of the requirements of the Child Protection procedure and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil or member of staff if the complaint is found to have substance.

Right of Appeal

A parent or carer will have been informed in writing of the outcome of any investigation. Further action, whether it is of a disciplinary nature or referral for further investigation under the Child Protection procedures, will have been communicated.

The right for a member of staff to appeal will be through the grievance procedure. The parent or guardian's Right to Appeal must be an integral part of the complaints' procedure. In these circumstances, the parent/guardian should be given access to the following information:

- copies of relevant approved and adopted policies and procedures of the school and the Local Authority on discipline, care and control, and behaviour management
- copies of all recorded documentation appertaining to the incident which has been investigated and determined.

Date of policy – March 2020

Review – March 2022

In all aspects of life at Ashleworth C of E Primary School, the safety and well-being of our children is paramount. We expect all staff and volunteers to share this commitment.

Ashleworth C of E Primary School

Restraint Incident Form

Names of pupil(s)

Date of incident

Time of incident

Place of incident

Names of staff

Witnessed by

Reason for force being used:

Description of the way in which the incident developed:

Pupil's response

Details of the outcomes of the incident including injuries and damage:

