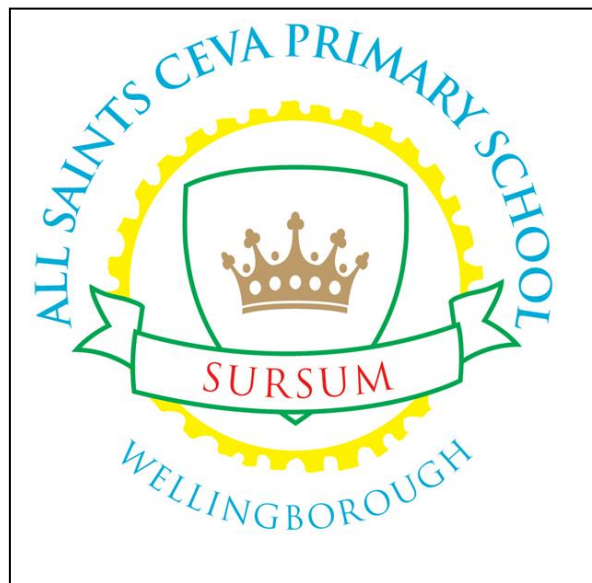


ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT

POLICY
For
BEHAVIOUR

With Jesus as our guide we will inspire a passion for learning,
high aspirations and respect for all



IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of updated training.

REFERENCES/LINKS/CONSULTATION

Reference to the Restrictive Intervention Policy.

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

UN Convention on the Rights of the Child: Article 19:

'You have the right to be protected from being hurt and mistreated, in body or mind'

Aims

- To create a safe, calm and happy environment for pupils and staff at school
- To foster positive and caring attitudes amongst members of our school community
- To value all achievements
- To enable all our pupils to achieve their potential as learners
- To encourage pupils to accept responsibility for their behaviour
- To embed the values of modern day Britain in a Christian setting
- To help pupils to develop a sense of right and wrong
- To make boundaries of acceptable behaviour clear to everybody
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

All Saints "Golden Five"

The staff and pupils have determined that if we all follow the **Golden Five** then our behaviour will ensure our aims are achieved.

- ♥ **We are kind**
- ♥ **We listen**
- ♥ **We work hard and do our best**
- ♥ **We are respectful of ourselves, others and property**
- ♥ **We are honest**

All school staff, pupils and parents are clear about the behaviour we expect of pupils in school.

Our Golden 5 are displayed throughout the school to remind us.

Pupils work with their class teacher at the beginning of the school year to establish a class charter that is then displayed in classrooms.

Encouraging good behaviour

At All Saints CEVA Primary School we encourage outstanding behaviour in the following ways. This list is not exhaustive and is updated regularly to ensure that the best solutions are found to promote good behaviour:

- Having clear shared expectations of good behaviour
- Giving children opportunities to feel success and share their achievements during class, in celebration assembly or by having work placed within the Hall of Fame Book
- Teaching children about their rights and responsibilities
- Encouraging pupils to take responsibility for their behaviour
- Promoting mutual respect through PSHE & assemblies
- Providing counselling with a member of staff, if required, including the Pastoral Mentor
- Building a partnership with parents or carers.

Giving praise is done thoughtfully so as to be effective.

We:

- Smile & look for opportunities to praise pupils
- Send pupils to show other adults or pupils their achievements and let them hear us talking positively about them to others;
- Make praise descriptive rather than bland
- Relate the praise to the learning objectives, success criteria or to a pupil's individual learning targets when praising work.
- When praising behaviour relate the praise to school or classroom rules or the pupil's own behaviour targets.
- We ensure that we praise the exceptional for that individual.

Managing inappropriate behaviour

Pupils can often behave badly because they are upset, which feels lonely. It must be remembered by all adults that behaviours are away of communicating

Acknowledging a pupil's feelings breaks through the loneliness and makes the pupil feel cared for and less likely to seek attention inappropriately.

We:

- Always remain calm and objective
- Anticipate behaviour and try to prevent it from occurring
- Use rights respecting language to encourage children to think about their responsibility and the rights of others
- Make the distinction between the behaviour and the pupil. Say 'that was a silly thing to do' rather than 'you are silly'.
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience

- Communicate empathy by reflecting their viewpoint back so as to defuse the situation
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- Avoid nagging and lecturing as it feeds pupils who are hungry for adult attention
- Apologise when we make mistakes
- We repair and restore referring back to the Golden 5 and ensure that we always adopt the philosophy that everyday starts afresh, the slate is wiped clean.

Initial start to school

Challenging behaviour at this age is usually to do with distress, not understanding routines and lack of experience of a school setting.

The following strategies are therefore based on being positive and supportive and ensuring safety.

We:

- Offer appropriate activities to match the needs of pupils & provide a choice of experiences.
- Ensure there is space and time to calm down & a space to sit for a child to take a moment
- Form positive relationships with parents and carers
- When appropriate, involve other members of the school staff or outside agencies such as MHST, Children and Adolescents Mental Health Service and the Educational Psychology Service.

EYFS/KS 1

Strategies are as positive as possible remembering that these children are not used to having to be responsible in a large group.

We:

- Use positive praise reinforcement and role-modelling
- Discuss pupils' behaviour with them and encourage them to apologise to others who have been hurt or upset
- Move pupils away from other members of the class if they are not concentrating or they are disturbing others
- Apply sanctions fairly and consistently
- Speak to parents about their child's behaviour.

KS 2

As the pupils get older expectations of them taking responsibility for their behaviour and understanding the consequences increase. Our expectations of the oldest pupils in the school are very high. If there are pupils who have consistently found it difficult to manage their behaviour it is important that information is passed on regarding triggers, successful strategies and past involvement of parents or outside agencies.

In addition to the strategies above;

We:

- Talk quietly to the pupil and reinforce expectations of behaviour and the consequences of behaving badly
- Are aware and sensitive, anticipating difficulties and dealing with them before they escalate
- Use successful strategies from previous years as appropriate
- Discuss pupils' behaviour with them and place the emphasis on pupils taking an active role in finding solutions and changing behaviour.

Rewards

Following our **Golden Five** ensures that all of our community feels safe, valued and ready to learn. Rewarding children for demonstrating excellent behaviour comes in many forms and this list is not exhaustive.

We:

- Give praise both verbally and through marking in books
- Give stickers, both at a class level and from senior leaders
- Awarding of Dojo points
- Value children who produce outstanding work. They will show the Head or Deputy Head Teachers and have their work entered into the Hall of Fame Book.
- Award certificates as part of our weekly Celebration Worship to the All Saints Superstars

At the start of the academic year each child will be gifted 10 dojo points.

Dojo points are awarded for:

- Showing the collective worship value
- Helping others
- Being either a responsible citizen.
- Showing perseverance
- Having a piece of work in the Hall of Fame book
- Producing an exceptional piece of work
- Show significant improvement in a learning area
- Showing confidence

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- Being the Top Rocker
- Completing homework
- Showing independence eg. getting equipment ready for learning , being ready at the end of the day
- Being polite and respectful around school eg picking up coats, showing lovely manners
- Listening well and showing concentration and focus in learning sessions.
- Feedback Friday may well be used as a focus area of keep , develop , let go areas which are centred around behaviours.

A class may also have one personalised area that they wish to work on for half a term. These are a personalised for each class for particular target/focus areas. For example if a class is working on noise level whilst working a dojo point category will be added to that class for showing a quiet working approach.

Classes can be awarded a whole class dojo point to all of their individual records by members of staff for collectively doing well in an area.

Children can lose points for:

- Using inappropriate language
- Persistent lateness
- Not following the Golden 5
- Uniform including PE kit
- Incorrect playground behaviour
- Not being ready for learning

The children continue to build the number of dojo points for 6 weeks and then these are converted into house points and transferred onto the house point cards by the Ht with the Head boy and Girl .

The child within each class who has the highest number of dojo points will be recognised with a certificate.

The four children with the lowest number of dojo points will have a session with the Head Teacher and Pastoral Mentor to discuss their next steps. The Pastoral Mentor will drop in on these children the following half term to keep an eye on progress.

House Point Total	Reward
50	Extra break
100 Bronze	Free homework Pass
175	Surprise
250 Silver	£5 gift voucher
400	Play in the Park

550 Gold	Restaurant Trip
650	Film
800 Platinum	£10 gift voucher
900	Party
1000 Crown	Cinema Trip

Restrictive Intervention

Occasionally, if they are physically endangering themselves or others, pupils will need to be restrained (see policy on Restrictive Intervention). If this occurs pupils are removed to another room or other pupils are removed from the area. Many members of staff including the whole Senior Leadership Team are trained to use recognised Teamteach methods a list of whom is found in the SBM office.

It should be noted that all staff members including those who have not been Team teach trained can use appropriate and proportionate force if a child is a danger to themselves or others.

Following a restraint it may be necessary to complete a behaviour plan.

Exclusion

In extreme cases where the school cannot guarantee the safety of a pupil, their peers or adults as a result of that pupil's behaviour the school will take the following steps to exclude the pupil:

1. School-based behaviour modification strategies and sanctions
2. Support from outside agencies
3. Internal exclusion where a child works outside of the classroom and goes home for lunch
4. Fixed term exclusion
5. Permanent exclusion.

Roles and responsibilities

Pupils are responsible for:

- Following the Golden Five
- Working hard and allowing others to do the same
- Treating others with respect
- Taking responsibility for their behaviour
- Following the instructions of school staff

- Taking care of the school environment
- Sorting out problems by talking them through.

Parents are responsible for:

- Letting the school know of any special circumstances that may affect their child's behaviour
- Supporting the school's expectations of behaviour
- Coming to see the class teacher, deputy head or head teacher if they are concerned about their child
- Fostering a good relationship with the school.

School staff members are responsible for:

- Creating a safe and stimulating school environment and providing a curriculum that enables all pupils to achieve their potential as learners
- Providing clear rules and routines for pupils
- Treating all pupils with respect; and modelling appropriate behaviour to pupils
- Acting decisively and consistently when dealing with good or inappropriate behaviour
- Remaining calm when dealing with inappropriate behaviour
- Forming positive relationships with parents, informing them of expectations of behaviour.
- Maintaining records of both positive and negative behaviours in the pastoral file.

The Senior Leadership Team is responsible for:

- Ensuring that all members of the school community - pupils, staff, parents and visitors - are made aware of the school's behaviour policy
- Ensuring the Policy for Behaviour is implemented by all staff
- Insisting that all staff are consistent in their approach to behaviour management.

The Governing Body is responsible for:

- Familiarising themselves with the school's behaviour management ethos
- Ensuring the school has an up-to-date Policy for Behaviour
- Permanent exclusions.

Emma Johnson

Head Teacher

September 2023.

Policy to be reviewed every year.