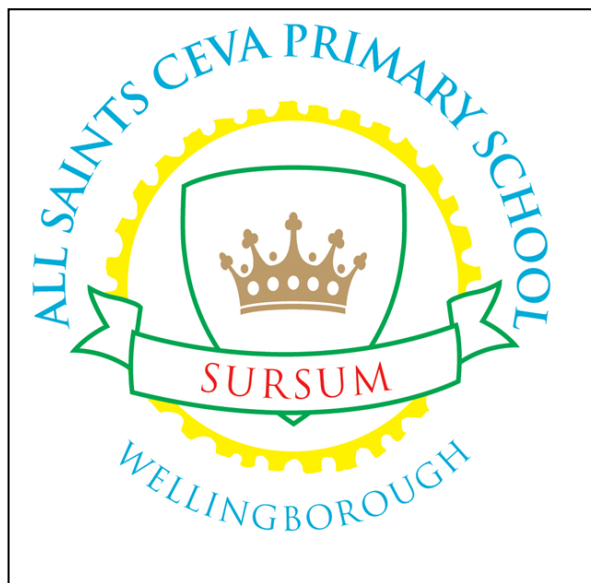


**ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT**

**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 school rules 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 good 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, at Head Teacher's Tea 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.

Managing inappropriate behaviour

Pupils can often behave badly because they are upset, which feels lonely.

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

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 time-out
- Form positive relationships with parents and carers
- When appropriate, involve other members of the school staff or outside agencies such as 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 unused 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 Assistant Head Teachers and have their work entered into the Hall of Fame Book.
- Award certificates as part of our weekly Celebration Assembly, which also earns an invitation to Head Teacher's Tea the following week

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.
- Completing daily mile
- Showing perseverance
- Having a piece of work in the Hall of Fame book or on the home learning display
- Producing an exceptional piece of work
- Show significant improvement in a learning area
- Showing confidence
- Gaining a mufti ticket for reading
- Being the Top Rocker
- Completing homework

ALL SAINTS CEVA PRIMARY SCHOOL BEHAVIOUR POLICY 2021

- Showing independence eg getting changed for PE, 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.

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:

- The steps on the behaviour chart so for example 1 point deducted for a one on the chart. This also includes lunchtime.
- Using inappropriate language
- Persistent lateness
- Not following the Golden 5
- Uniform including PE kit
- Incorrect playground behaviour
- Not being ready for learning

So that all members of staff can contribute to the award system such as dinner ladies and office staff they will have counters available to give to the child to take back to the classroom so the Class teacher can add the Dojo point to the record. If they wish to remove a "Dojo" point the adult will need to go to the class and inform the Class teacher.

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. Class ambassadors will be trained to complete this task.

The child within each class who has the highest number of dojo points will have Head Teachers tea with the Head Teacher.

The five 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	Sweet Surprise
250 Silver	£5 gift voucher
400	Play in the Park
550 Gold	Restaurant Trip
650	Film and Popcorn
800 Platinum	£10 gift voucher
900	Party
1000 Crown	Cinema Trip

Consequences for Behaviour that breaks the Golden Five

At school there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition.

It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably.

Whilst dealing with unacceptable behaviour we will ensure that **adults remain calm and do not shout**.

Our order of sanctions is as follows.

- **Step 1.**
Issue children with a warning to remind them of the behaviour that is expected - this may be through a gesture, verbal comment or even just a touch on the shoulder. A dojo point is removed.
- **Step 2.**
Child's name is put on the board and the unacceptable behaviour that you wish to stop is mentioned ("You must not interrupt the class during lesson time"). 2 dojos are then removed.
- **Step 3.**
A Time Out is issued - child will be asked to go to a buddy class for a fixed time (one minute for each year of their age) Taking work with them if the time out is for off task behaviour. 3 dojos are then removed.
- **Step 4.**
The Head or Assistant Head Teachers are informed and will discuss the behaviour with the child.
- **Step 5.**
Parents will be notified initially by text message and a discussion will be held to ensure support is in place to address the problem behaviour. This could include internal exclusion.

Minor incidents will work through the steps, with repeated offences missing steps as appropriate. Minor disruption is behaviour that makes teaching and class management difficult e.g. pupils chatting, calling out or not listening.

Serious incidents will by-pass earlier steps as deemed appropriate by the Head Teacher. Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class e.g. pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, make loud noises, swearing, physical attacks, rudeness to adults.

Lunchtime Behaviour

In the playground (lunch and break)

- **Step 1.**
Verbal warning
- **Step 2.**
Pupils sent into the piperoom for a time out and a dojo point removed
- **Step 3.**
If disruptive behaviour from a child persists the Lunchtime Supervisors, the class teacher and SLT agree a strategy to modify the behaviour in consultation with the child's parents. This may take the form of a contract, a record chart or work with the Pastoral Mentor through the lunch time club arrangements.
- **Step 4.**
If school-based strategies fail to have a lasting impact, outside agencies are called in to support and/or parents will be asked to take the child home for lunch.

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.

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, phase leader 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

August 2021.

Policy to be reviewed every year.