



# St Andrew's CE VA Primary School



**Together, we love, we learn, we shine.**

## **Our School Behaviour Policy**

### **Values**

Our Christian values are at the core of everything we do. They underpin our teaching and learning, and provide a learning environment which prepares our children to become confident and happy members of the community.

Our strong Christian ethos enables the children to strive to achieve in all they do. Our team consisting of children, parents, staff, governors and the wider community, all work together to live by our Christian values of:

Peace, Thankfulness, Trust, Hope, Love and Respect.

High standards of behaviour are key to ensure every child is able to reach their full potential. Good behaviour ensures that learning is not interrupted, all children feel safe and the school offers a calm and orderly environment for everyone to work in.

### **What behaviour do we expect from our children?**

The behaviour policy is based on our theme of: 'It's Good to be Green!'

We have identified five 'Good to be Green' rules which we feel are realistic expectations and are intended to promote the school values, aims and ethos.

These rules are:

- **Follow all instructions**
- **Listen carefully**
- **Show respect**
- **Always try your best**
- **Be safe**

Our rules apply to both adults and children.

## How our Good to be Green behaviour system works:

Within each classroom there will be displayed:

- ✓ A list of the 'Good to be Green' rules.
- ✓ 'Good to be Green' card holder and cards.
- ✓ 'Good to be Green' class frog.
- ✓ 'Good to be Green' class record log

Easily available within each classroom will be:

- ✓ A set of 'Good to be Green' stickers.
- ✓ Class rewards e.g. stickers, stamps
- ✓ 'Good to be Green' raffle tickets

## 'Good to be Green' behaviour system

1. Each child has their name and place on the 'Good to be Green' card holder (displayed within each classroom).
2. Every child starts each new day with a **green** card.
3. If a child chooses not to follow a 'Good to be Green' rule an appropriate verbal reminder will be given to the child. There are no consequences at this point and the child remains on a **green** card.
4. If the child continues to choose not follow the 'Good to be Green' rules, they will be asked to change their card to **amber**. This is another chance for the child to turn their behaviour around. This incident is recorded in the class 'Good to be Green' record log.
5. If the child then turns their behaviour around they will be able to return their card to **green**.
6. Once a child is on **amber** if they continue to make poor choices they will change their card to **red**. The child will then be given a red postcard which will be sent home to inform the parents that their child has had a consequence and why. A text will also be sent home.
7. Parents will be expected to sign and return the **red** card to school and if this does not arrive a further text will be sent.
8. If a child receives a **red** card they will miss part of the next lunchtime and will spend time reflecting on their behaviour.
9. If a child is on **amber**, **red** or Amber back to Green at the end of a day, this will be noted on CPOMS.
10. If a child receives 2 **red** cards within a 5 day period, parents will be invited in to speak to the class teacher. If a further **red** card is received within the next 5 days, then the parents will be invited in to speak to the Head or deputy.

11. If a child has received a red card and their behaviour continues to disrupt learning, then they will be given work and asked to work elsewhere within school.
12. If a child has been on red, they will not be able to represent school in the next out of school activity. If a child also has 2 ambers within a week, they will also not be able to represent school.

### **Serious Incidents**

Some incidents are so serious that the child will be given an immediate red card and sent to the Head or Deputy.

A child would not receive the usual reminder and amber cards.

Such incidents might be:

- Physical aggression
- Inappropriate language
- Racist/homophobic incidents
- Dangerous behaviours

### **Support for children whose needs are not met by our behaviour system**

The 'Good to be Green' behaviour policy will apply to the vast majority of our children. For the small minority a personalised system will be necessary, which will be put in place by our Inclusion Lead.

### **Rewarding Good Behaviour in our school**

In many situations the adult's acknowledgement of appropriate behaviour will be the best reward.

This will take the form of:

- ✓ Verbal praise;
- ✓ Using good role models;
- ✓ Smiles, nods and winks to individuals looking to you for approval;
- ✓ Thumbs up sign to show approval.
- ✓ Stickers, notes home

More specifically as part of our 'Good to be Green' system:

- ✓ Gold award certificates awarded in assembly on Friday
- ✓ Sent to the Headteacher for a certificate
- ✓ 'Good to be Green' end of term reward for those children who have been consistently on green.
- ✓ Weekly raffle in Celebration Assembly and a choice of a prize.
- ✓ Class reward for when the class has had six weeks of no red cards

## How do we promote positive behaviour?

All staff should:

- ✓ Make sure that the behaviour policy is **consistently** and **fairly** applied.
- ✓ Have clear routines to minimise disruption to learning and ensure the children are aware of the routines.
- ✓ Deal with situations as they arise, in all aspects of school life, with all children in the school.
- ✓ Use only positive language.
- ✓ Intervene early and expect children to do as you have asked them the first time.
- ✓ Ensure disruptive choices are not allowed to become a pattern in behaviour.
- ✓ Ensure the five 'Good to be Green' rules are clearly displayed in all classes and communal areas of our school. They are applicable from Nursery to Year 6, and are **not negotiable**.
- ✓ Ensure children are taught the meaning of the rules in an age appropriate way.
- ✓ Deal with each other and all members of the school community, in a polite and respectful manner.
- ✓ Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail.
- ✓ Be aware of trouble spots and try to analyse what causes them so that it can be avoided or removed.
- ✓ Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playgrounds etc.
- ✓ Observe children in order to undertake trigger analysis of problems and plan to avoid them to prevent inappropriate behaviour.
- ✓ Make children feel valued by listening to them and giving them time to explain.
- ✓ Take great care to listen to all sides of the story, and to other children who may have witnessed the incident. Staff must be mindful not to scapegoat.
- ✓ Get to know the children to be able to bring out the best in them.
- ✓ Avoid confrontation.
- ✓ Make the reason for rewards and sanctions explicit.

- ✓ Make sure that children know what acceptable behaviour looks like, and avoid the use of the generalisations like “be good”.
- ✓ Help children to develop good relationships, by intervening at an appropriate point to talk things through.
- ✓ Ensure children are involved in appropriate games in the playground
- ✓ Make sure work is well matched, has good pace and children are challenged.
- ✓ Avoid keeping children waiting.
- ✓ Share specific praise and approval with parents when children have behaved well.
- ✓ Ensure parent/ carers are aware on the day if the child has received a red card.
- ✓ Ensure parents/ carers are made aware from the start and are involved in helping managing unacceptable behaviour
- ✓ Embed the practice of routinely setting achievable targets and celebrating with the child their success in achieving them.
- ✓ Make it clear that it is the behaviour that is acceptable or unacceptable – NOT THE CHILD.

### **Government Guidance on Ensuring Good behaviour in School**

We believe that staff, parents and children must share responsibility for maintaining high standards of behaviour in school. We have adopted all relevant Government guidance.

### **Power to Discipline**

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to all paid staff with responsibility for pupils, including Teaching Assistants.
- Staff can discipline pupils at any time that the pupil is in school or offsite eg, visits and residential visits.
- Staff can also discipline pupils when a pupil’s misbehaviour occurs off school premises.
- Staff can confiscate pupils’ property.
- Staff can impose an agreed sanction (see this policy)

- Staff have the power to impose a detention; during the school day eg lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity afterschool eg representing the school, or whilst on a residential visit.

The power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – eg bringing the school’s reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher should consider whether a child’s behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school’s safeguarding procedure.

School should also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and consider involving outside agencies.

### **Pupil’s Conduct Outside the School Gates**

Staff have the power to discipline pupils for misbehaving outside the school gates, “to such an extent as is reasonable.” This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, eg offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

### **Confiscation of inappropriate Items and the Right to search Pupils**

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils’ property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child’s parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (eg mobile phones)

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies eg Social care.

### **The use of Reasonable Force**

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing harm to themselves or another person
- involve damaging property

The law allows staff to physically restrain a pupil using 'reasonable' force. Miss Wilson (Headteacher) and Mrs Bennett (Inclusion Lead) are most likely to be called upon to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified immediately.

### **Exclusions**

The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher may consider the following questions:

- Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
- Has the school previously supported the child (what/when/what level of impact did this have?) Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation eg EHCP, Assess, plan, do, review, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.
- Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines.

### **Allegations against a member of staff**

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (Eg Police if the child is 10yrs old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Consider the exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

## **Derogatory language**

Any words or actions that cause offence to another person and are considered racist/homophobic by the offended person will be deemed as a racist/homophobic remark.

In this case;

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the headteacher and a referral made to police in line with the school Equality Policy.

## **Dealing with Inappropriate behaviour of parents, visitors and other adults in school**

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

How the school can respond:

- Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
- The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
- Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
- Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
- Legal proceedings – Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school. - Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises. - Criminal proceedings via the Crown Prosecution Service.

### **Review**

This policy will be reviewed in January 2020.

### **Reviewed and updated**

Signed *SJ Wilson*

Date 7.1.19