



Behaviour Policy

September 2023

Our Vision

John 8:12 I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life."

- We value the worth and potential of each person, enabling all to flourish and shine as lights in the world.
- The whole school community will know the love of Christ.
- A high quality, broad and balanced curriculum will ensure none walk in darkness.

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Our Christian Virtues: Forgiveness, Honesty, Love, Respect, Thankfulness, Trust.

Our School Policies should be understood as part of the overall strategy of the school and put into practice within the context of our Vision, Mission and Christian Virtues as a Church School, with a particular focus on the promotion of equality.

Principles underpinning the Behaviour Policy

- Every pupil understands that they and others have the right to be respected, to learn and to feel safe at school.
- Our school is an inclusive school; bullying, harassment and victimisation are unacceptable. All members of our school community should be free from discrimination of any sort.
- It is expected that all staff, governors and volunteers set an excellent example to pupils at all times.
- Pupils are helped to take responsibility and learn from their actions.
- Pupils are encouraged to forgive, as Christ forgave us.
- The behaviour policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying. The policy is understood by all pupils and staff and consistently applied.
- The school will work in partnership with parents to encourage positive behaviour. Where there are concerns over a pupil's behaviour, the school will work with parents/carers to agree common strategies between home and school.
- The school will seek advice and support from external agencies to identify any underlying and unidentified needs and use individualised behaviour plans, where appropriate.
- Exclusion will only be used as a last resort

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- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being disadvantaged. Consequently, the school recognises that strategies to support behaviour may be differentiated to meet the needs of individual pupils.
- The school takes its responsibility to safeguard children and promote their welfare extremely seriously. The behaviour policy will reflect this duty and commitment.

Our Aims

In managing pupil behaviour our aim is to develop self-discipline by helping pupils develop a sense of self-respect, self-confidence and self-reliance: and an awareness of and sensitivity to the needs of others with a culture of forgiveness for all (in Christ's likeness).

The aims link to our School Christian Virtues and British Values. They are:

- To ensure that all members of the school community feel valued and respected and each person is treated fairly and well.
- To promote an environment where everyone feels happy safe and secure.
- To promote good relationships between members of the school community.
- To encourage everyone to work together in an effective and considerate way.
- To help children to grow into positive, responsible independent members of the school community.

At St Michael and All Angels CE VA Primary School we aim to: -

- Provide an environment where children feel secure and happy, where they feel valued and can experience success
- Have a clear, fair and consistent approach to behaviour
- Be aware of individual needs and circumstances
- Encourage self-esteem and promote responsibility and leadership
- Encourage children to take responsibility for their own behaviour
- Ensure the welfare of all pupils, especially some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEND, physical or mental health needs will receive behavioural support according to their need.
- Encourage children to understand and follow the Christian value of forgiveness.

As a team, we have adopted the following approaches:

- Positive reinforcement
- Reward good behaviour through praise
- Expectations for behaviour are clear and communicated explicitly and positively
- Instances of good behaviour and work are shared with others
- We aim to develop a working partnership between child, school and home, using the communication books and continual informal discussion or messages home to parents to involve and inform them of good behaviour
- Use of PSHE to regularly discuss and reward good behaviour

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Ways of raising self esteem

- Praise all children
- Develop the growth mindset concept that everyone makes mistakes- what matters is how we respond to them
- Listen to and take an interest in what the child says
- Build trust by being fair
- Show respect to, and for children
- Set achievable targets for learning and behaviour
- Develop peer praise and evaluations
- For all children to have a sense of responsibility
- Raise awareness of God's love for all

Vision and Values

At St Michael and All Angels our behaviour policy is rooted in our Christian core values of respect, trust, forgiveness, love, honesty and thankfulness.

Our values are embedded in the life of the school. Christian virtues underpin all relationships across the school.

Behaviour for Learning

The following learning behaviours have been agreed with staff and pupils. These reflect our school values and are embedded in all aspects of school life.

Half Term	Growth Mindset Quality	Christian Virtues	Learning Power (the theory behind it)
Autumn 1	Resilience	Respect	Keep improving
Autumn 2	Challenge	Trust	Be curious/imaginative
Spring 1	Learning from Mistakes	Forgiveness	Have a go
Spring 2	Self Belief	Love including love for yourself.	Enjoy learning
Summer 1	Effort	Honesty	Concentrate
Summer 2	Perseverance	Thankfulness	Don't give up

Behaviours for learning are a key factor in the educational success of children. We want our children to be confident, self-assured learners, whose excellent attitudes to learning have a strong positive

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impact on progress. We want children to be proud of their achievements and our behaviour policy rewards children who demonstrate excellent attitudes to learning.

Guidelines

- The aims of the Behaviour Policy are best achieved in a positive climate for learning where children are encouraged to develop good attitudes.
- Children should be taught to accept responsibility and develop self-discipline.
- All children should be provided with opportunities for success through an appropriately differentiated curriculum.
- Pupils are taught to respect and celebrate commonalities and differences in other people are valued and nurtured in order to achieve a high standard of behaviour.
- A consistent approach towards the children is always required by all staff and volunteers.

School Rules (Also referred to in class as "Expectations.")

- School rules and class rules have been adopted through consultation with the children.
- They are displayed prominently around the school.
- Acceptance and enforcement of the rules is the responsibility of both adults and children.
- Class teachers discuss the school rules and expectations with each class at the start of each term (or when relevant) to reinforce their importance.

The School Rules are:

Our Caring Rule

We care for our school and the environment.

PETER 1:22 (*Now that you have purified yourself by obeying the truth so that you have sincere love for each other, love one another deeply, from the heart*)

Our Treatment Rule

We are polite, kind and thoughtful towards each other.

PROVERBS 12:22 (*The LORD detests lying lips, but he delights in those who tell the truth. ... Lying lips are an abomination to the LORD, but those who act faithfully are his delight.*)

Our Co-operation Rule

We always do as we are asked the first time.

ROMANS 4:21 (*Being fully persuaded that God had power to do what he had promised.*)

Our Learning Rule

We listen carefully and work hard to do our best.

COLLOSSIANS 3:23 (*Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.*)

Our Movement Rule

We move quietly and calmly around our school to keep ourselves safe.

THESSALONIANS 5:18 (*Give thanks in all circumstances; for this is God's will for you in Jesus Christ. ... Be thankful in all circumstances, for this is God's will for you who belong to Christ.*)

Rewards & Consequences

Rewards - Children should be praised and rewarded, in the following different ways:

- A quiet word or encouraging smile

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- Public words of praise in front of the class
- Teachers congratulate children
- Applause as a celebration of good work or behaviour
- Team points are given for good behaviour/work
- Stickers and stars are awarded for work which is excellent for an individual child
- Positive comments on a child's work or in response to a child's behaviour
- A visit to another member of staff or the Headteacher
- Praise time - an agreed time for the Headteacher to visit classes throughout the school to see examples of pupils' good work
- A favourable comment in the Home Reading Book
- Certificates are presented in the Celebration Assembly each week, with parents invited
- Team points are reported in Celebration Assembly each week, then collated every half-term, resulting in a team reward / Golden Time for the whole team.
- Teachers acknowledge and celebrate where pupils have demonstrated characteristics of learning.

Discussions with the child should address the unacceptability of the behaviour rather than the person i.e. "That was a poor choice", rather than "You are a silly person".

Any reproaches should include advice and encouragement for the child on how to improve.

Sanctions

Any sanctions which are used must be appropriate and fair. The following sanctions may be used:

1. Immediate checking of inappropriate behaviour through non-verbal signals which refer to the school rules "i.e., giving a look."
 2. A verbal warning giving advice of how to correct their behaviour or asking the child how they can correct their behaviour. (with reference to biblical teaching).
 3. Removal to another part of the classroom.
 4. Temporary removal from the situation to another class with a senior member of staff (the child must take work with him/her to be completed during the time) Parents are informed and incident logged on CPOMS to investigate if there are any patterns in the behaviour e.g., certain times of the day.
- Children must not be sent to stand outside the classroom door if a child is disruptive in class:
 - Children will always be given the opportunity to correct their behaviour.
 - Depending on the level and consistency of behaviour/disruption parents will be informed initially by the teacher or Key Stage Leader.
 - Depending on the behaviour the Headteacher will call a meeting with the parent(s). This is not done every time an incident is logged on CPOMS.
 - Involvement of external agencies might be necessary following consultation with Head / SENDCO.
 - **Exclusion** is only used in exceptional circumstances, for a fixed term or permanently, by considering all the circumstances, the evidence and the need to balance the interests of the pupil against those of the whole school community and reported to the governing body using the correct procedures.

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Pastoral Care

Pastoral care is the responsibility of **all** members of staff. Pastoral issues are included weekly at Senior Leadership meetings and at Staff Meetings, when there is an opportunity for staff to discuss and pass on information about concerns about children in their class or in school. There is a Pastoral lead who leads on providing support for individuals and family support. Follow up and monitoring will take place as appropriate. This will include any serious pastoral concerns that have been recorded using CPOMS. Information will be shared on a 'need to know' basis, in-order- to address individual children's needs and to protect confidentiality.

Managing Pupil Behaviour

Guidelines for dealing with incidents:

- Avoid confrontation
- Listen
- Establish the facts
- Make judgements only when certain

It is always best to try to prevent poor behaviour than to stop it happening. It is important for staff to monitor children as they move around school, including at the beginning/end of day, break times (entering/leaving school) assembly times and lunch times. The presence of teaching staff has a powerful effect upon behaviour, and it is the responsibility of each member of staff to ensure that the Behaviour Policy is consistently applied, and that good behaviour in the school is maintained both in and out of lesson time. (See the High Expectations Policy 2022 2023)

Recognition of Good Behaviour

- Good behaviour will be recognised and praised whenever possible.
- Each child is part of the whole school behaviour system. Each child self-assesses their behaviour weekly and it is recorded on a class chart. Good behaviour is rewarded.
- Welfare staff are encouraged to award pupils with stickers at lunchtimes for good behaviour.
- Teachers and Teaching Assistants will give team points to children for good behaviour 1tp/ 2tps or 5tps for exceptional behaviour.
- Good behaviour and good work will be rewarded by a visit to the Headteacher and a Headteacher's award (sticker) which includes 5 team points.

The use of reasonable force

All members of staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

All members of staff have read "Positive Environments where children can flourish."

Schools can use reasonable force to:

- Remove disruptive pupils from the classroom, where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

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- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- **No adult should compromise the safety of a child or themselves by being alone with them in any circumstances whereby a pupil's behaviour could be unpredictable.**

All incidents are recorded using **CPOMs**. Any complaints about the use of reasonable force will be thoroughly investigated.

Parental Involvement

Close co-operation with parents has already been referred to as the most effective and desirable way forward in dealing with problems.

- The school promotes a partnership approach to learning and behaviour management.
- Before children begin to attend the school, parents are made aware of the school's expectation in terms of support for the standards of behaviour expected and the school's ethos in general.
- Parents have access to this Behaviour Policy through the school office or on the school website.
- Where pupils exhibit inappropriate extreme behaviour towards their parent(s), schools will support or signpost the parent(s) to external agencies who can help them, through consultation with the SENDCO.

Allegations against staff will be taken seriously and investigated with immediacy.

Complaints

Any staff member or parent who feels that an incident has not been dealt with to their satisfaction is encouraged at all times to discuss this with senior leaders and governors. Should their complaint not be addressed they are directed to follow the procedures set out in the Grievance policy.

Roles and Responsibilities

The role of the class teacher and teaching assistant:

It is the responsibility of the class teacher and teaching assistants to ensure that the school and classroom rules are enforced with their class and that the children behave in a responsible manner during the school day. All staff members demonstrate high expectations of the children in terms of behaviour. It is the role of all staff members to treat children with respect and understanding and to take time to listen and help them resolve the situations.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, ensuring the health, safety and welfare of all children. The Headteacher supports the staff in implementing the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious misbehaviour. For repeated or very serious acts of anti-social

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behaviour, the Headteacher may permanently exclude a child. Both these actions involve notification of the school governors. If a child is permanently excluded the procedures set out in the DFE guidance will be followed.

The role of the parents/carers

The school works collaboratively with parents/carers so children receive consistent messages about how to behave in school. We expect parents to support their child's learning and behaviour in school and to co-operate with school. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour. If a school has to use corrective interventions in regard to unacceptable behaviour, parents should support these actions.

The role of the governing body

The governors support the Headteacher in implementing the behaviour policy and reviewing its effectiveness. Headteacher has the day-to-day authority to implement the Behaviour Policy.

Monitoring

The Headteacher monitors the effectiveness of this policy on a termly basis by:

- Analysing behaviour data from across the school, identifying any patterns or trends in the incidents that have occurred.
- Discussing behaviour with staff, pupils and parents.
- Reviewing behaviour improvements following the implementation of school policy for particular individuals.

This policy is linked to the following policies

- Online Safety
- Health, safety and welfare
- Outdoor education and off-site educational visits
- Restrictive physical intervention
- Risk management
- Safeguarding children - Child Protection
- Special educational needs
- Attendance
- Allegations of abuse against staff
- Inclusion policy
- PSHE/Citizenship policy
- Whistleblowing policy
- Grievance policy