

# Behaviour

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## POLICY



Do justice,  
love kindness  
and walk humbly  
with your God Micah 6.8

**School Name**

St. Andrew's Southgate

**Updated**

September 2023

**Review Date**

September 2024

## **INTRODUCTION**

This document is a statement of the aims, principles and strategies for the teaching and learning of excellent conduct and behaviour at St Andrew's CE Primary School. It is written in line with the teaching and learning policy and has important links with the equal opportunities statement and the RE policy. It has been developed through a process of consultation with all staff and the governing body.

This policy will be reviewed every two years.

## **WHAT IS BEHAVIOUR?**

Individual behaviour is a personal response to our inner feelings. It reflects our ease or unease in social situations and is also affected by how other people respond to us.

Excellent behaviour is dependent upon appreciating the importance of social values and rules which enable us all to co-exist amicably.

In order to behave well, children need to acquire the knowledge and skills to behave appropriately in different situations. They require opportunities to reflect upon and practise excellent behaviour and have positive examples to follow.

For most children the foundations of learning excellent behaviour begins at home. Strong relationships between the school, parents and the child encourage children to behave well, and help the teaching and maintenance of excellent behaviour through a calm, safe and supportive approach.

## **AIMS**

Our aims in promoting excellent behaviour traits are:

- to enable children to form positive relationships with peers and adults
- to develop an understanding of how their behaviour affects others
- to equip them with the skills to decide upon a responsible course of action in situations where interests conflict.
- To use positive praise whenever possible.
- To create a caring and supportive learning and social environment where every child gains confidence.
- To promote the spiritual, moral, social and cultural development of pupils.

## **PRINCIPLES OF THE TEACHING AND LEARNING OF EXCELLENT BEHAVIOUR PATTERNS**

Excellent behaviour patterns are important because they complement and reinforce the Christian, caring ethos of our school. They also support the development of moral principles which reflect Christian values. These include:

- respect and tolerance for other viewpoints
- a sense of personal responsibility
- equality of opportunity for everyone.

Our primary objective is a safe, caring, inclusive and harmonious environment for all members of our school.

## **STRATEGIES FOR BEHAVIOUR MAINTENANCE**

The maintenance of excellent behaviour is vital to all aspects of school life. It requires the active support of pupils, staff, parents and governors.

The practice of excellent behaviour is a continuous everyday process structured within the routine and organisation of daily activities. This is supported by a clearly understood code of conduct which acknowledges the rights and responsibilities common to all members of the school.

The emphasis is on active learning in a supportive and positive environment. All children should be encouraged to discuss behaviour issues in terms relevant to their experience and maturity and share ideas for resolving conflicts of interest. The use of role play and circle times may facilitate understanding of the rationale behind school rules and support positive attitudes.

Pupils who require additional support in managing their behaviour are supported by their class teacher and others as deemed appropriate in individual circumstances.

Excellent standards of behaviour are necessary for the effective implementation of the curriculum in all areas but links with RE, PSHE and equal opportunities are particularly strong because they provide clarification of values and attitudes which complement positive, caring actions. Whole school and year group assemblies provide further opportunities to explore and reinforce excellent behaviour models.

## **STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY**

Planning to promote positive behaviour attitudes is a process in which all teachers, mid-day play leaders and support staff are involved. To this end we are all committed to working together so that by sharing experiences and strategies we can provide a united response to behaviour issues. In support of this aim, the deputy head teacher regularly liaises with the mid-day play leaders. It is the responsibility of all members of the school to uphold the standard practices outlined in the code of conduct. The head and deputy head teachers regularly monitor behaviour patterns throughout the school. Serious or persistent cases of inappropriate behaviour are always dealt with in full consultation with the pupil and parents.

## **RULES FOR TEACHERS AND SUPERVISORS**

All who are responsible for the oversight of the behaviour of children in the school should:

- read and follow the procedures outlined in the code of conduct to ensure consistency in managing behaviour issues
- set an excellent example by showing interest and respect in both language and actions to all adults and children
- make instructions clearly understood and be fair and consistent when making judgements
- promote and support attitudes which show tolerance towards others
- be alert for any incident which contains language or actions of a racist, sexist or bullying nature and explain clearly why this behaviour is unacceptable
- report all incidents of racial harassment whether they involve pupils, parents or staff to a member of SLT who will complete a log on Arbor relating to the incident and advise upon further action
- wherever possible and appropriate, address misbehaviour by using examples of excellent behaviour to raise the expectations of all pupils to follow the rules. The use of reward stickers and certificates will be used to support.
- reinforce the principles of acceptable behaviour by raising behaviour issues during discussions
- encourage responsibility and understanding of the rights and needs of ourselves and others within areas such as RE, equal opportunities and racial equality

## **THE CODE OF CONDUCT**

The standards and practices of behaviour within the school are formulated to promote the safety and well-being of every member of the community.

We expect all children to be polite and show excellent manners towards any person in school.

We expect all children to listen to and comply with instructions given by a person in authority.

## **RULES FOR PUPILS**

- Move around the school and playground safely, taking care to avoid disturbing others at work or play.
- Look after your own property and the property we share.
- Be courteous and considerate to other people.
- Help to keep our school neat and tidy.
- Be prepared to listen and follow instructions carefully.
- Co-operate with each other when sharing tasks and equipment.
- Listen to others and show respect for their point of view even if you don't agree with it.
- Report any incident which you cannot deal with yourself to a member of staff as soon as you can.
- Try to live out our Christian values in your daily life.

## **SANCTIONS**

Pupils must be made aware of the school rules, why they are necessary and be expected to conform to them. Sanctions need to be fair, consistent and the reasons for them understood.

In most cases a verbal reprimand is sufficient to correct instances of misbehaviour. More serious offences may result in a loss of privileges, such as free time to pursue a favourite activity or a missed playtime when they will be asked to write an apology letter. We focus on positive praise and staff use the flowchart below as a guidance for behaviour management.

All classes use the green, amber and red behaviour chart where children's behaviour is monitored. This chart is used discreetly and pupils always have the chance to redeem themselves if they have been misbehaving.

Pupils who receive a red warning are sent to the Head teacher or deputy head teacher for reflection. A record is kept on Arbor and if the child reaches three visits in a half term, an informal meeting with the child's parents and the class teacher takes place. A further three visits in a half term triggers a formal meeting between parents and SLT.

Pupils are encouraged to think about the choices they have made and are supported in finding resolutions. Reflection sheets are completed by pupils and kept as a record for future communication with parents.

## **Restorative Justice**

The school uses a Restorative approach to promote excellent behaviour.

“An approach to justice that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath of an incident”.

## **Restorative Discussions.**

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

**Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:**

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

## **Suggested Strategy for resolving conflict**

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

## **POSITIVE CONSEQUENCES**

### *Achievement Assembly Monday*

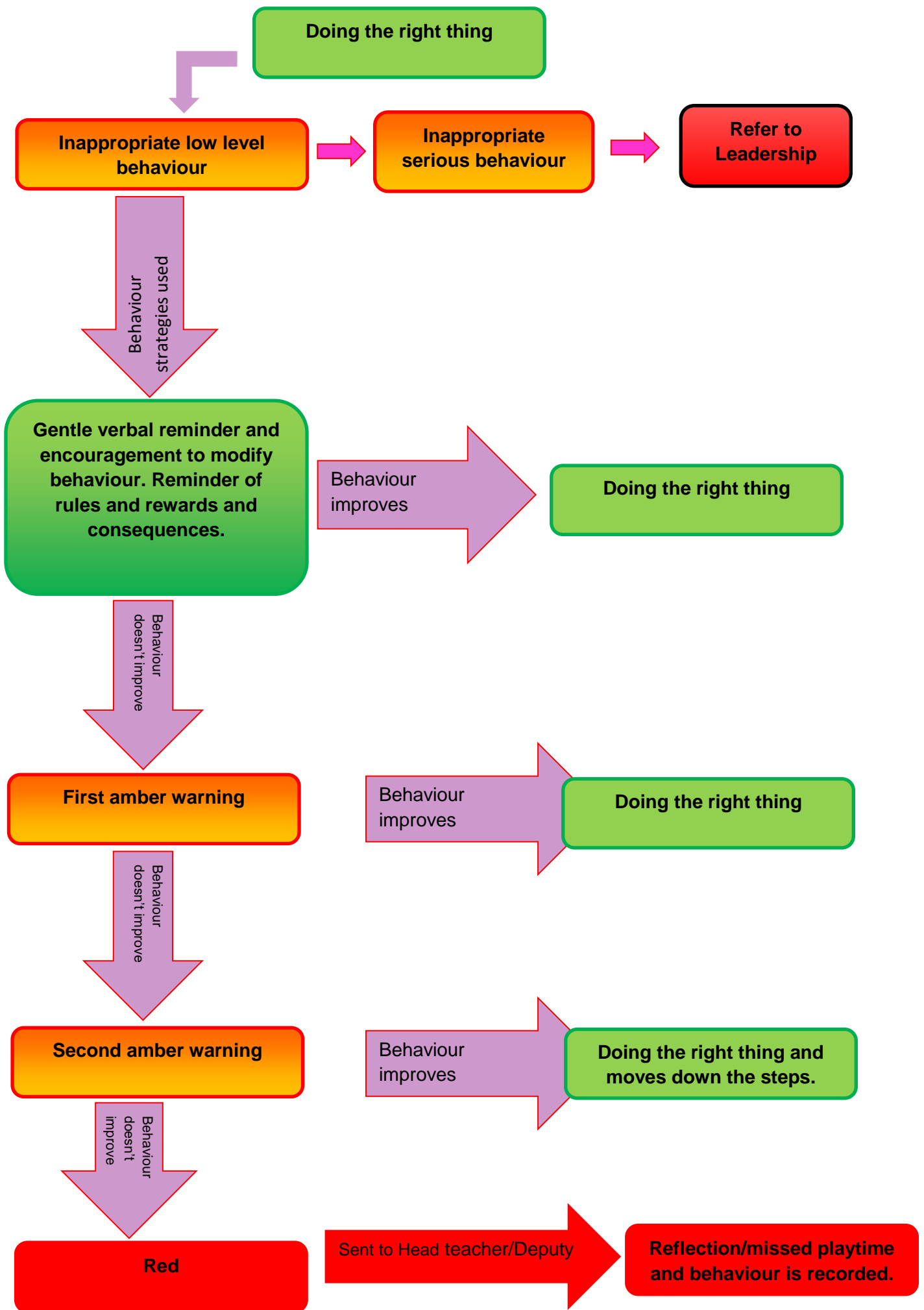
A 'Star of the Week' award is given out to one child each week during assembly. Class dojo points are used as a reward system to acknowledge an excellent attitude to learning, academic success, the following of school rules and school values. This award is linked to curriculum excellence and awarded by the Head Teacher in front of the school.

A Friendship Cup, linked to school values, is also awarded weekly to a child who is nominated by the staff for an act of friendship above what is normally expected. This is awarded in assembly and the child then has the friendship cup on their desk for the week.

Results of awards are shown outside the staff room.

House points can be earned both individually and as a class. Collectively house points are recorded by House Captains each week and totalled each half term leading to a reward for all the pupils whose house has received the most points.

A values certificate is also presented to one child per class weekly. This is to acknowledge the values of our school and how they have been practiced or carried out in the week.





When necessary, the head teacher will contact parents of particular pupils and invite them to attend a consultation.

In a situation where a child is refusing to follow instructions, being verbally or physically abusive to pupils, a member of staff or any other adult working in the school, is causing an obstruction or presents a threat to the health and safety of others the procedures above will be waived and intervention by a member of the senior leadership team will be carried out to diffuse the situation immediately. This will then be followed up by the head teacher with parents as appropriate and necessary.

Further actions will be carried out and these could include internal or fixed term exclusions. This is the responsibility of the head teacher in line with the borough guidelines and in consultation with the school governors.

## **BULLYING, SEXUAL AND RACIAL HARASSMENT**

Incidences of physical or verbal abuse which show prejudice against a particular person or group for whatever reason will not be tolerated under any circumstances. Where bullying, sexual or racial harassment is suspected or reported it must be investigated as fully as possible. If there are grounds for further follow-up action or continuing vigilance and monitoring the incidents must be recorded on Arbor and reported to the headship team (Head teacher or deputy head). The SLT will look for trends.

If continuing vigilance and monitoring shows that the problem is persisting (e.g. if the incident is repeated) an update is made on Arbor and the parents of the perpetrator are contacted. From these discussions, decisions will be made by the head or deputy, in consultation with the parents on what course of action is to be followed from that point on to find a solution to the problem.

Bullying and racial/prejudicial incidents are reported to the governing body each term.

## **PROMOTING POSITIVE BEHAVIOUR**

A system of rewards and incentives can be a powerful influence in improving attention to behaviour standards and raising self-esteem.

These should include:

- regular verbal praise and encouragement
- opportunities for all children to achieve responsibility – a monitor or leader of a group or activity
- learning rewards – such as time to pursue a favourite activity and certificate presented in assembly.
- assembly times where positive and excellent behaviour is recognised and praised and whole school issues are addressed.
- value and achievement certificates
- certificates/stickers to take home or to be displayed in school for specific achievements.

## Procedures to follow in the event of a serious behaviour incident

(In the event of a physical, sexual, racial incident or bullying instance)

- Attend to the most pressing concern of the moment which may involve any injury. Ensure that medical attention is sought immediately and any help promptly administered. Where this involves mental or emotional distress, appropriate efforts should be made to offer reassurance.
- Collect information about the incident from the member staff who was informed or the members of staffs in situ at the time of the incident. Where this involves an incident in the playground, all supervisory staff should be interviewed immediately.
- **The member of staff made aware of the incident should find out as much information about the incident and then inform a member of SLT. This should also be logged on Arbor at the earliest opportunity.**
- Collate information from all children who were involved in the incident, including those who may have witnessed the incident. Pupils should be kept apart and asked to each write down their version without collaboration. In the case of younger children, they should be interviewed separately ensuring that the same questions are asked to each child. (SLT will decide on a set of age appropriate questions)
- Inform the school office to check on the CCTV.
- Check on the welfare of the pupils who may have been affected and seek appropriate help if needed.
- Immediately inform the Head Teacher of the incident. Thereafter Head Teacher to assume responsibility for overseeing the incident or, delegating its handling.
- A member of the SLT should contact the parents of involved pupils informing them of the incident using a school telephone number. Provide them with an outline of the incident while reassuring them that you will conduct a thorough review and keep them informed.
- **The confidentiality of the pupils involved should be respected at all times when communicating with parents.**
- Where the matter involves an unpleasant situation between pupils, take proactive steps to ensure that the parties are kept physically distant for the rest of the day. This should be reviewed at the beginning of the following day and appropriate steps taken to ensure that the situation remains de-escalated.
- After reading all the accounts speak to those concerned individually in a non-threatening environment offering them water. Where possible have another adult present who is known to the children.
- Establish an accurate chronology of the most likely version of events seeking advice from a colleague.
- Provide continuing monitoring of any affected pupils and take steps as necessary to ensure that any other staff are likewise appraised of the need to continue all monitoring and de-escalation measures.
- Inform all parents of the pupils involved in person if possible or by school phone on the same day. Be reassuring but firm about the potential seriousness of the incident and the process that the school will take to address this behaviour as per the behaviour policy.
- HT to agree the follow up sanction based on behaviour policy.
- HT to inform all parents of the children involved in writing of the result of the investigation and follow up sanctions which will also include a restorative approach to rebuilding and supporting positive relationships.
- Consider the emotional / psychological reactions of all parents and pupils in the process and the delayed response that may occur after the event.
- Invite parents of all the pupils involved to a follow up conversation/s if required.
- All records of the incident need to be recorded on Arbor under the correct heading including letters and accounts.
- All pupils to be monitored by SLT members or CT for their emotional wellbeing following any serious incident and parents to be kept informed.
- HT to inform Governors at FGM under Serious incidents Part 2 agenda
- SLT to establish if there were any failings in supervision which contributed to the incident and review with the safeguarding team.
- Review procedures if necessary and amend.

# The use of force to control or restrain pupils (Circular 10/98)

In certain situations, it may be necessary to use force to restrain pupils. Since the Children Act 1989, there has been a common misconception that any physical contact with pupils is unlawful. In an emergency any member of staff can use a degree of force or restraint to prevent injury to pupils or themselves. Section 550A of the Education Act 1996 makes clear that teachers and other staff (e.g. support staff, lunchtime play leaders) authorised by the head teacher may physically intervene in less extreme situations as a last resort.

A reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- 1) committing a criminal offence
- 2) putting themselves in a situation that may potentially cause harm to themselves or others
- 3) injuring themselves or others
- 4) causing damage to property
- 5) causing an obstruction to the movement of other pupils and staff (blocking a doorway or other school exit or entrance)
- 6) engaging in any behaviour prejudicial to maintaining excellent order, safety and discipline at school or e.g. on field trips and authorised out of school activity.

Teachers should be aware of pupils who may react violently if reasonable force or restraint is used so suitable management strategies are in place with the support and understanding of parents.

At all times steps will be taken in advance to avoid the need for physical restraint through dialogue (to calm, respond, and diffuse) or diversion to avoid an escalation of the situation. The pupil should be warned orally that restraint would be used unless s/he resists.

Restraining should be an act of care and control, not punishment and therefore only the minimum force necessary to prevent injury or damage should be applied and should not be used purely to force compliance with instructions unless their behaviour is compromising excellent order and/or seriously disrupting a lesson.

Several members of staff have received 'Approach Training' which develops the school's capacity to manage challenging behaviour and ensure that they are aware of legal responsibilities with regards to handling children.

# APPENDIX 1 – CODE OF CONDUCT FOR INSTANCES OF BULLYING, SEXUAL AND RACIAL HARASSMENT

“Head teachers and staff should be alert to signs of bullying and racial harassment; deal firmly with all such behaviour; take action based on clear rules which are backed by appropriate sanctions and systems to protect and support victims”. (Discipline in Schools – The Elton Report)

## INTRODUCTION

We believe that all incidents of bullying, sexual and racial harassment should be given a high priority. We must ensure that all children know that they should tell an adult about any cases of bullying or harassment that they know of, and should keep telling until it is stopped. Understanding of these issues should form a part of general class discussions relating to social awareness.

## VERBAL ABUSE

In such cases as are reported to them members of staff should:

- comfort the victim
- identify what has been said
- tell the abuser, so that the victim can hear, that what they have said is totally unacceptable
- ask them if they understand the term they have used, explain what it means, if necessary
- how would they feel in the victim’s position?
- make it clear that it is not to happen again
- ask the abuser to apologise to the victim
- inform the class teacher
- if necessary arrange for follow-up monitoring and complete a report form.

## PHYSICAL ABUSE

In such cases as are reported to or witnessed by them members of staff should:

- comfort the victim
- acknowledge and deal with the incident as with verbal abuse
- arrange for the child to be seen by the welfare assistant if necessary
- inform the class teacher
- if necessary arrange for follow-up monitoring and complete a report form.

## INCIDENT REPORTS

Where single instances of verbal or physical abuse are judged to be particularly serious in themselves, or where follow-up monitoring is indicated this will be recorded in the school’s online safeguarding platform My Concern. Any incident should be completed by the member of staff to whom the incident was reported, in consultation with the child’s class teacher.

At this stage a decision will be made by the head or deputy, in consultation with the class teacher, whether or not to call in the parents of the perpetrator for a discussion about what is to happen next. If follow-up monitoring is recommended, should a second report form be subsequently received the parents will automatically be called in unless there are important reasons why this should not be so.

## APPENDIX 3 – STRATEGIES FOR BEHAVIOUR MAINTENANCE

### INTRODUCTION

Should a child have particular behaviour difficulties it is important to consider the possible causes before deciding upon the most appropriate response(s).

### IN CONSIDERING THE CAUSES

- Is inappropriate behaviour occurring in a particular lesson where the child cannot cope? Is there a learning difficulty? Is the task unsuitable?
- Are relationships with other children in class or playground unsatisfactory? Is there bullying?
- Home circumstances – have there been any changes?
- Is there a medical problem, e.g. hyperactivity, poor sight, hearing loss which has not been detected?
- Do we have low expectations of this child, based on previous knowledge, which is influencing his or her response?

### SUITABLE RESPONSES MIGHT INCLUDE

- Making the curriculum relevant to the pupil.
- Preparing tasks with opportunities for success in small steps such as a planned programme of work.
- Referring to the special needs co-ordinator and the special needs policy for further assistance.
- Reorganising seating, with careful positioning of materials.
- Considering alternative classroom management strategies including degrees of reward and praise, unobtrusive discipline, different methods of delivery and voice control.
- Ensuring children fully understand teachers' expectations concerning their behaviour.
- Enlisting the support of the child's parents/guardians to share your concern. Parents know their child best and may have useful information to impart.
- Considering a behaviour modification approach.
- Preparing an Individual Education Plan (IEP) form available from the special needs co-ordinator which should aid continuity when a child changes class or teacher.
- Finding ways of improving the child's self-esteem.