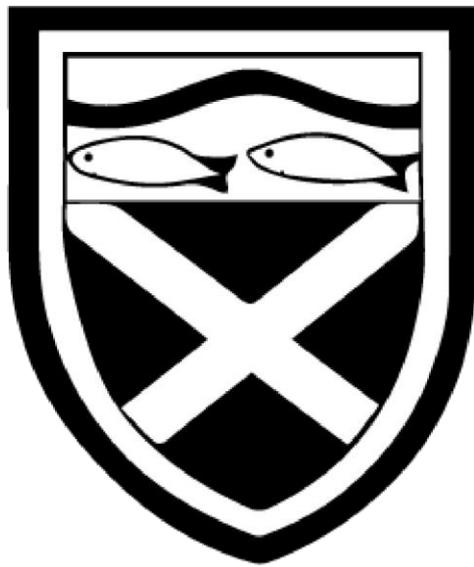


# **St Andrew's CE Primary School**



## **Behaviour Policy**

Summer 2021  
Next Review Summer 2022

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### **Behaviour Policy**

St Andrew's is an inclusive school and as such this policy should be read in conjunction with the school's Every Child Matters Policy Statement.

The single most important feature in any positive discipline policy is staff self-evaluation.

The Christian values of love, trust, forgiveness and endurance underpin relationships at St Andrew's. We offer a fresh start to any child (or adult). Children are rewarded and praised for doing the right thing.

This policy is also based on RESPECT:

- For our pupils;
- For each other;
- For property and belongings;
- For our community.

A calm, orderly school is a successful school .....

The single most important factor affecting children's behaviour is the ethos of the school.....

"Ethos cannot be left to chance-it must be thought about and patterns of action tried and assessed." ('A Future in Partnership')

<p>The basis of our organisation is designed to bring out the best in our children in terms of the Christian values we uphold as a distinctive Church school: love, peace, faith, compassion, understanding, forgiveness, acceptance, commitment, reconciliation, healing and justice.</p>
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All adult members of the school must play their part in ensuring that a caring, orderly, stimulating and secure environment exists. Home/school links must also be visible and genuine.

The safeguarding of all our pupils is central to our philosophy here at St Andrew's.

A separate document "A Child's Right" outlines fundamental needs for each of our children.

Children respond to a POSITIVE approach.

It is our intention to encourage children and their families to play a vital part in the school evaluation and planning processes. Their opinion is valued.

Undoubtedly the most important person involved in promoting the ethos and maintaining order is the class teacher and much responsibility lies with him/her.

### **SELF ANALYSIS - for staff to reflect on their own performance**

If any teacher experiences a child who is being disruptive then the first stage must be self-analysis:

**PREPARATION:** of lessons, stimulating, differentiation (challenge, appropriate to children's basic skills level etc) - why do some children get bored?

**ORGANISATION:** of classrooms, equipment, furniture, different groups - why are children frustrated, noisy?

**CONSISTENCY:** between child and child; group and group - are we 'fair' with all children?

**COMMUNICATION:** clear messages, instructions - do all children understand?

**'SIGNALS' we give:** Do we set a good example? - are we ever late for class or in being on the playground or into assembly?

Do we carry out school procedures to ensure consistency throughout the school? Do we dress properly, e.g. for PE? Are we well mannered? Are we professional (and friendly) with our colleagues, ancillary staff, parents, governors and visitors? Do we encourage tidiness and the care of equipment? Do we pay attention to detail in planning and

organising lessons and displaying children's work? Are we good role models? Are we good exponents of team work? Are positive in outlook?

A positive, family atmosphere with good organisation, stimulating sessions and environment together with sound teamwork and a positive attitude will help to prevent poor behaviour.

However – if problems persist there should be informal discussion with any colleague with whom we feel comfortable. The Headteacher will need to know as early as possible. Problem children should be seated near the teacher and never sent to 'stand outside a classroom' unsupervised. If a child is given extra work, e.g. at playtime, then he/she must be supervised and parents informed. This work needs to be valued, have a purpose and be properly marked.

If an 'urgent' situation arises please send for the Headteacher or Assistant Head by message with another child.

Close contact with parents should ensure that they are kept up-to-date. A copy of any letters should be placed in the child's file and a copy given to the Special Needs Co-Ordinator (where appropriate).

It may prove necessary to set up a behavioural or learning programme in consultation with relevant staff members and parents.

Throughout, the positive, preventive approach must be in the fore.

Outside the classroom it is the responsibility of everyone to promote good order with all children.

All staff need to be aware of any discipline problems arising within the school so that we all act in a consistent and aware manner.

At all stages outlined above, there needs to be objective loggings of incidents in teacher's own file, CPOMS, as well as copies of the specific incidents given to the Head Teacher within 24 hours.

A House System will operate to celebrate good behaviour, effort and achievement. Principles of Consideration, Sportsmanship and Compassion will be encouraged. Developing pupil/parent confidence, self-esteem and self-belief is an integral part of this policy.

## **Communication**

*THE POSITIVE APPROACH* relies on consistency shown by all staff and clear communication.

1. School procedures will be evaluated on a termly basis.
2. Head and Senior Leadership Team will meet regularly to review matters and Phase Meetings/morning briefings will ensure staff awareness.
3. Morning briefings with individual staff or Year Groups or Whole Staff will ensure immediate feedback of problems, if any.
4. Governing Body Working Party will meet every Autumn Term to review this policy.
5. Phase Leaders regular evaluations will reflect on pupil progress/problems.
6. Links will be fostered between the school and external agencies.
7. Termly staff 'Dates For Your Diary' will ensure all staff are aware of forthcoming events involvement of Education Psychologist etc, plus give staff ample time for quality planning.
8. Headteacher will be involved daily – on 'walkabout', liaising with staff, lunchtime supervisory staff and parents.
9. Staff to contact parents immediately (same day) if any problem arise. Also to meet on the small playground at 3:30pm to nip any concerns in the bud. But also to pass on issues of a positive nature.
10. All staff to play their part in developing a positive House System – bases on encouragement, team work and sportsmanship. See House System Policy (Appendix 2).

## **Assessment**

Assistant Heads to meet daily with class teachers of children on "naughty" list.

Class teachers must not hesitate in informing SLT of problems.

Assistant Heads must ensure:

1. Class teachers are accountable for self-evaluation leading to review of their class management, procedures, stimulus, environment, relationships with pupils, relevance of curriculum etc.
2. Assessment and planning must be daily features for all staff.
  - a. Children need to know next steps immediately
  - b. A good teacher needs to know what change to make in their planning
3. Staff must be appropriately trained to meet with "poor behaviour"/manner/relationships with pupils.
4. Staff must be alert to "triggers" – be proactive. (Remember these triggers could be as simple as changes in weather, too much noise, lack of sleep).

## **Discipline – Further Procedures**

Our discipline procedures are based on a positive approach to teaching with thorough organisation, caring relationships and team work to the fore.

We are proud to belong to the “family of St Andrew’s”.

Each member of staff should develop their own personal system of bringing the best out of the children.

**Every child has something to offer, a skill/attitude to be praised, some effort or signs of unselfish behaviour to be honoured.**

Rewards are to be encouraged, but these must work alongside our School House Point System.

Staff must be thorough (yet encouraging) in marking work, it should be kept up to date and reward the slightest improvement in effort. (See also Marking and Presentation Policy) Marking/assessment with the child present is strongly advised.

Be aware of possible problem areas which could lead to children becoming bored or restless e.g. is the task too easy/hard?

**Teacher are advised to walk around and mark work at the pupil’s desk rather than encourage long queues at the teacher’s desk.**

Quality marking = quality teaching.

In their regular evaluation and daily/weekly/termly planning staff should show a sensitivity towards the needs of all children and take account of breadth, relevance, variety, progression and flexibility when planning. Differentiation is vital – our weekly plans will show our care and vigilance in planning for Special Needs Children as well as the More Able/Gifted/Talented.

Also, have children with ailments such as poor hearing/eyesight been recognised and seated sensibly?

Can all children reach equipment/material?

Are they using the correct equipment/material?

Do the staff portray the good manners and attitude towards colleagues and work which we would like from our pupils?

We must show consistency in all aspects: orderly class lines, quiet movement around school; marking/records up to date; school rules regarding PE kit/uniform/jewellery/indoor shoes etc strictly observed.

Problem children must never be sent out of the classroom to wait in corridors, although in the case of recurring offences, anti-social/disruptive behaviour and/or bullying, a child may be removed- at the discretion of the Headteacher, from his/her class or year group. Have them sit as CLOSE TO YOU AS POSSIBLE. If minor problems occur see the Headteacher/Senior Leadership team at break time. If major problems occur send a note with another child to the Header teacher/a Senior Leader immediately. DO NOT SEND THE CHILD CONCERENED.

### **Sanctions:**

Pupils, if behaving badly, being lazy or bad mannered/disrespectful, will:

- miss playtime;
- not be considered for school trips or residential holidays;

- have a cooling off period with the Headteacher or another colleague (this is intended to be extremely expectational cases);
- be refused lunchtimes if supervision proves difficult (this may mean possible exclusion).

In all cases, parents must be involved, and in some cases, parents invited into school in matters of extreme poor behaviour, to help give the child/staff a cooling down period.

Remember: The wellbeing and education of the whole class must not be compromised because of the negative behaviour of one child.

Also, on occasion, a child's misdemeanour may be discussed in front of a Year Group or the Whole School, in order to reinforce pupils' understanding of consequences and to remind pupils that we must always be respectful, caring and considerate.

### **Exclusions**

At St Andrew's C E Primary School, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school.

### **Messages**

Communication between staff must be clear and precise. Most messages can and must be given before or after learning sessions or through Phase Meetings. It is very distracting for teachers and pupils to have children entering their room with messages from other members of staff. However, unexpected situations cannot be planned for and it will, therefore, sometimes be necessary to ask a child to deliver a message (written) quickly to all staff.

### **Playground**

Kicking, fighting, swearing and bullying may occur occasionally, but will not be accepted as normal social behaviour. We must work together and support ancillary staff/parents to stamp out such behaviour. (See Appendix 1)

Children, who in the opinion of the teachers on duty, are a danger to themselves and other by their behaviour, must be dealt with by the Headteacher/Assistant Head/Phase Leader as soon as possible.

Parental support in elimination such behaviour is vital.

### **Race Equality**

Along with the Equal Opportunities Policy there is also a Race Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feel unjustly treated then the school welcomes and values a response.

Racism is tackled in a cross curricular way. The children take part in discussions designed to raise awareness and address prejudices.

From time to time visitors work with the children also. All racist incidents are reported to the Local Authority on a termly basis. (See also Hull LA Guidance for School on Reporting and Dealing with Racist Incidents).

### **Bullying – see also Appendix 1**

Our policy towards bullying is simple... CARE AND CONSIDERATION FOR OTHERS IS CENTRAL TO OUR SCHOOL ETHOS

All staff are responsible for being vigilant in monitoring “unusual/unsociable” behaviour.

The slightest sign of bullying, whatever-in or out of school- will be addressed with parents concerned immediately and then monitored by the class teacher/phase leader and Headteacher.

Parents will be asked to complete a Bullying Log Form, and be clear as to what they wish staff to investigate- these forms are available from the School Office.

It is our intention that fair play is seen by all, and all sides of a story are investigated. We must guard against exaggeration or false allegations, in order to arrive at the truth in order to eradicate bullying of any sort. **In the case of ‘skirmish’ between pupils both the innocent victims and the culprit’s parents need to be informed immediately by telephone – or at least by the end of the day.**

**Reminder: CPOMS must be updated and incident forms must be completed and handed in to the Head Teacher within 24 hours.**

### **Movement around school**

Children must walk at all times and speak quietly while walking in corridors.

Lines of children must be stopped at regular intervals whilst travelling down the corridors to ensure quietness and straight lines.

No cutting through other classrooms, unless unavoidable.

On the stairs, children must keep to the left hand side.

8:30am entry and 3:30pm exit or getting ready for lunch or returning from lunch are obvious “congestion” periods which, if staff do not have structure in their classroom rules, could lead to pupil disruption.

### **Toilets/Cloakrooms**

To be closely supervised. Congestion here can lead to problems. Also, genuine toilet cases are acceptable- wasting time is not!

### **Monitor are to be encouraged**

Their value, trustworthiness, care and sensible attitude must be seen by other. We must foster responsible attitudes in all children.

Respect should be promoted and valued by all member of our community.

### **Y6 Monitors**

All monitors must be given proper guidance in their duties by their class teacher. A standard letter is available making parents aware of their child’s duties. Health and Safety regulations must be adhered to.

Children must never be allowed out of school during lesson time unless collected by a parent or delegated adult.

Staff must **never** leave their classes or children unattended. In an emergency send for the Headteacher, Senior Leader or another member of staff.

Children are to be reminded at all times to look after their belongings, and treat displays with respect. At the first sign of any defacing of walls, furniture, books etc. the Headteacher or a Senior Leader should be notified. No graffiti, no matter how small, will be accepted. As part of “growing up”, all children will have difficulties with making and sustaining friendships and we will need positive help from staff to ease these problems. Our family atmosphere based

on trust, patience, love and understanding will help most children to cope with these problems. A few, however, may need to be monitored very carefully. Please report any child giving real cause for concern to the Headteacher and the teacher responsible for Special Needs.

Any child suspected of being abused must be reported to one of the designated members of staff immediately. Designated members of staff for Child Protection are G Huckstep and L Harrison. The Child Protection Team also includes the Senior Leadership Team (to be informed if designated staff are absent).

### **Staff Evaluation**

In sum: some questions staff must ask themselves:

- Cause of poor behaviour?
- Appropriate/effective supervision (in classroom, movement around school, playtimes etc)?
- Does the curriculum suit the needs of the child?
- Teacher/TA relationship with child?
- Teacher/TA understanding of child's problems?
- Purpose of work child does?
- Consistence of support and/or punishment?
- Pupil ownership of what's happening (e.g. involvement in planning)?
- The effect of poor behaviour/low level disruption on progress of other pupils?

### **Every Child Matter Policy Statement**

At St Andrew's, an inclusive school, every child has an entitlement to fulfil his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

- Being healthy;
- Staying safe;
- Enjoying and achieving;
- Making a positive contribution;
- Achieving social and economic wellbeing.

At St Andrew's these outcomes are an integral part of school life by embracing the following areas we aim to ensure they are realised:

- Personalised teaching and approaches to learning;
- Flexible learning based on Early Learning principles;
- Extra-curricular clubs and activities;
- Support for emotional wellbeing;
- Flexible timetable;
- Assessment for Learning which encourages children to have a say about their progress;
- SEN provision
- Partnerships with parents/carers, other schools, the local community and with "wrap around" health and social service providers.

Please also refer to our Child Protection Policy.

Remember: No child wants to be naughty or in trouble regularly.

## APPENDIX 1

### ANTI BULLYING STATEMENT/POLICY

Everyone at St Andrew's CE Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the School Family be able to achieve to their maximum potential.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves

Prevention is better than cure so at St Andrew's we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullyingtype behaviour.

It is important that any case or incident is properly analysed, so "exaggeration" or unfair accusation can be detected.

These points of principle are provided as an "extension" to the school Discipline Policy, our "A Child's Right", and Child Protection Policy.

#### **About bullying - different forms of bullying**

Bullying can occur in any group of children or young people whatever its type or size or the age of its members. There are many different forms of bullying; at one end of the scale it can be teasing and at the other it becomes serious assault or harassment. Verbal and psychological bullying can be just as harmful and hurtful as physical violence. Sexual and racial harassment are particularly serious forms of bullying.

All forms of bullying are extremely hurtful and damaging to the victim and many relate to a characteristic or feature of the victim about which the person under attack can do nothing.

**Physical:** Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves the interference with another person's property. Examples include: damaging or stealing.

**Verbal:** Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, phone calls, spreading rumours or hurtful gossip.

**Emotional:** Emotional bullying involves behaviours that upset, exclude, or embarrass a person. Examples include: nasty notes, saying mean things using technology (e.g. **cyber bullying** using emails, instant messaging), chat rooms, tormenting threatening, humiliation or social embarrassment.

**Sexual:** Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behaviour. Examples include: sexual comments, abusive comments, unwanted physical contact.

**Racial:** Racial bullying involves rejection or isolation of a person because of ethnicity. Examples include: gestures, racial slurs or taunts, name calling, making fun of customs/skin colour/accent/food choices.

## **Effects of bullying**

The effects of bullying can lead to children and young people:

- becoming depressed - they actually become ill
- experience low self esteem
- becoming shy and withdrawn
- experiencing physical complaints, like constant stomach aches and headaches, which are brought on by stress
- feeling so anxious that they truant from school.

Some children with disabilities or communication difficulties may not be aware they are being bullied. They may also have difficulty explaining what is happening. Staff, volunteers, children and young people, parents and carers should look out for signs of bullying and report it immediately.

## **Signs of Bullying**

**Some of the ways in which children and young people have described bullying include:**

- being teased
- being called names
- being pushed or pulled around
- having money or personal possessions taken or damaged
- having rumours spread
- being ignored or left out
- being hit, kicked or physically hurt in some way
- being threatened or intimidated. All young people should:
  - know which people can help them;
  - be listened to as individuals and in groups;
  - be helped, consistently, by any person supporting them;
  - be empowered to take part fully in learning, leisure and work;
  - live in an atmosphere free from aggressive behaviour;
  - have time to reflect on what they do, and its impact on others.

All bullying is unacceptable – including racism and sexism. Any incidents will be recorded and dealt with immediately, with „follow up“ seen as essential.

The School Mission Statement, its ethos, close vigilance by staff (teaching and nonteaching) of pupil welfare, PSHE programme, positive partnership with parents and our selfevaluation and monitoring processes should help to guard against incidents of bullying.

All pupils have a right to be kept safe and secure on our premises.

A whole-school approach exists with all staff awareness raised through INSET and sharing good practice with other schools.

**Please Note:** All incidents must be reported in the staff incidents log and/or monthly evaluation and must to be reported to the Head immediately

Racist incidents - see Policy. All incidents will be reported in the staff incidents log and LA pro forma immediately.

All vulnerable groups - All incidents will be logged and dealt with immediately.

### Three helpful websites:

[http://www.safenetwork.org.uk/help\\_and\\_advice](http://www.safenetwork.org.uk/help_and_advice)

<http://www.besomeonetotell.org.uk/index.php>

<http://www.new2teaching.org.uk/tzone/education/yourteaching/Diversity.asp>

## APPENDIX 2

### HOUSE SYSTEM

#### Four Houses named after endangered species:



1. House lists to be drawn up by staff - placed in the front of Teaching Files.
2. Teachers responsible for co-ordinating friendly, low key competitions and keeping an overall eye on House System - Headteacher and the PE Coordinator. These to include Football/Netball/Rounders/Rugby/Reading/Handwriting/and a House Quiz on an annual basis.
3. Positive approach - **NO MINUS POINTS.**
4. Attractive classroom house point chart to stimulate children. Although accessible to pupils it must be monitored carefully.
5. **ONE POINT AT A TIME** to ensure consistency. Award one "HP" on work.
6. Individual class totals collected by Y6 monitors every Thursday - running totals announced in Friday morning assembly – "house" file with record of totals kept in Headteacher's office. (NB this assembly will sometimes also include "Headteacher's Awards" for special effort/manners etc.). Three such awards lead to a special award.
7. Staff to be vigilant in the recording of points. Although accessible to pupils it must be monitored carefully.
8. A cup will be awarded half termly to the champion "House".
9. Twenty minutes extra playtime for members of the champion House - Headteacher will supervise Younger and Upper school children together.
10. Team spirit, co-operation, responsibility, sportsmanship, caring for others, etc. to be encouraged at all times.

11. Election of House Captains/Vice Captains at the beginning of each school year. Appropriate badges awarded in Sharing Assembly. List of House Captains will be kept in House Point file.
12. All age groups to be included although any points given to Nursery children will be added to the reception class' total, therefore helping to bridge the gap between the Nursery and the "big" school. This is at the discretion of the Nursery Teacher.
13. Meeting area for each House:
 

Pandas	-	Large hall	Tigers	-	Small Hall
Dolphins	-	KS2 classroom	Owls	-	KS2 classroom

Meetings will usually be held at least once every half term for pep talks/encouragement.

14. Parents/Governors to be informed of all competitions and general progress.
15. Staff - including ancillary staff and governors to be allocated to a House. Governors will be in the same house as their "adopted" class teacher - (see over).
16. Cups, shields, ribbons, braids - will help to promote our House System and to clearly differentiate between the houses.

### **APPENDIX 3**

#### **Discipline Policy - Shared responsibilities**

##### **All staff (teaching and non-teaching) aim:**

- to maintain a calm, purposeful and happy atmosphere within the school;
- to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- to have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- to make boundaries of acceptable behaviour clear and to ensure safety;
- To raise awareness about appropriate behaviour;
- to help pupils, staff and parents have a sense of direction and feeling of common purpose.

##### **Children's responsibilities are:**

- to work to the best of their abilities, and allow other to do the same;
- to treat others with respect;
- to obey the instructions of the school staff;
- to take care of property and the environment in and out of school;
- to co-operate with other children and adults.

##### **Staff responsibilities are:**

- to treat all children fairly and with respect;

- to assess pupil work with the child on a daily basis, in order for child to understand clear steps for improvement;
- to raise children's self-esteem and develop their full potential;
- to provide a challenging and interesting and relevant curriculum;
- to create a safe and pleasant environment, physically and emotionally;
- to use rules and sanctions clearly and consistently;
- to be a good role model;
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- to recognise that each is an individual;
- to be aware of each child's (special) needs;
- to offer a framework for social education.

**The Parents' responsibilities are:**

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their child does in school;
- to foster good relationships with the school;
- to support the school in the implementation of this policy and any sanctions therein;
- to be aware of the school rules and expectations;
- to offer a framework for social education;
- to help (parent, friend or relative) with supervision of children at those times of particular difficulty e.g. lunchtimes or trips.

**What we do to encourage good behaviour**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

**What we do if a child misbehaves.**

- We self-evaluate – curriculum, task, provision, style etc.
- We ask them to stop misbehaving.
- Where necessary we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreement themselves.
- We encourage children to take responsibility for their own behaviour.
- We inform parents.

- We involve Year Group/Phase Leader, Assistant Head or, depending on the severity of the issue ...
- The Headteacher is involved.

**Repeated or persistent misbehaviour, including incidences of bullying.** Where there is repeated or persistent misbehaviour the following will apply:

- Contact with parents – but staff must also let parents know of any encouraging/positive signs of behaviour.
- Withdrawal of privileges e.g. playtime.
- Lunchtime incidents reported by lunchtime staff and teachers to be given short report.
- Notes will be made in teachers' record books.
- Open communication with parents.
- Removal of child to another area or classroom or year group or the Head Teacher's office (or similar) for a fixed period.
- Exclusion - temporary/permanent.
- Daily monitoring by Phase leader/Senior Leader/Head.
- "Cooling down" period – with help from parents.

### **APPENDIX 3**

#### **Discipline Policy - Shared responsibilities**

##### **All staff (teaching and non-teaching) aim:**

- to maintain a calm, purposeful and happy atmosphere within the school;
- to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- to have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- to make boundaries of acceptable behaviour clear and to ensure safety;
- To raise awareness about appropriate behaviour;
- to help pupils, staff and parents have a sense of direction and feeling of common purpose.

##### **Children's responsibilities are:**

- to work to the best of their abilities, and allow other to do the same;
- to treat others with respect;
- to obey the instructions of the school staff;
- to take care of property and the environment in and out of school;
- to co-operate with other children and adults.

##### **Staff responsibilities are:**

- to treat all children fairly and with respect;
- to assess pupil work with the child on a daily basis, in order for child to understand clear steps for improvement;
- to raise children's self-esteem and develop their full potential;
- to provide a challenging and interesting and relevant curriculum;
- to create a safe and pleasant environment, physically and emotionally;
- to use rules and sanctions clearly and consistently;
- to be a good role model;
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- to recognise that each is an individual;
- to be aware of each child's (special) needs;
- to offer a framework for social education.

**The Parents' responsibilities are:**

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their child does in school;
- to foster good relationships with the school;
- to support the school in the implementation of this policy and any sanctions therein;
- to be aware of the school rules and expectations;
- to offer a framework for social education;
- to help (parent, friend or relative) with supervision of children at those times of particular difficulty e.g. lunchtimes or trips.

**What we do to encourage good behaviour**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

**What we do if a child misbehaves.**

- We self-evaluate – curriculum, task, provision, style etc.
- We ask them to stop misbehaving.
- Where necessary we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreement themselves.
- We encourage children to take responsibility for their own behaviour.
- We inform parents.

- We involve Year Group/Phase Leader, Assistant Head or, depending on the severity of the issue ...
- The Headteacher is involved.

**Repeated or persistent misbehaviour, including incidences of bullying.** Where there is repeated or persistent misbehaviour the following will apply:

- Contact with parents – but staff must also let parents know of any encouraging/positive signs of behaviour.
- Withdrawal of privileges e.g. playtime.
- Lunchtime incidents reported by lunchtime staff and teachers to be given short report.
- Notes will be made in teachers' record books.
- Open communication with parents.
- Removal of child to another area or classroom or year group or the Head Teacher's office (or similar) for a fixed period.
- Exclusion - temporary/permanent.
- Daily monitoring by Phase leader/Senior Leader/Head.
- "Cooling down" period – with help from parents.

#### **APPENDIX 4 Supporting Guidelines**

Basic assumptions:

1) Pupils do not misbehave if they are on-task; 2)

Pupils tend to be engaged in tasks if:

- a) the tasks are meaningful;
  - b) the level of challenge is appropriate i.e. not too hard so the pupil feels overwhelmed or confused or not too easy so that the pupil becomes bored;
  - c) the pupils have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence;
  - d) they have a high self-esteem through being valued and the development of a growing sense of competence;
  - e) there is recognition on the part of teachers that a pupil's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour;
  - f) the Teacher-Pupil contact rate is adequate.
- 3) Pupils need to feel safe and secure, both physically and emotionally.
  - 4) Experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults / authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

**Triggers could include:**

Pupil anger/frustration is a plea for help.

Look at the patterns/trigger: 8.30/12.50 ... 3.30 ... lining up (at any time) ... tidying away ... changing activities ... playtimes (+ wet) ... dinner ... weather ... difficult ( or boring) aspects

of the curriculum ... a supply teacher ... any change of staffing or teacher called away ... resources not easily available to the child ... teacher style of questions or vocabulary not „child friendly“ ... craft sessions (type of equipment) ... space/environment ... noise ... big groups (e.g. singing) ... isolation ... tiredness/hunger ... partners at their table ... etc.

Do not be “in their faces” ... child psychology is important – we are bigger/louder that they are ... this could lead to more frustration/nervousness ... then more confrontation.

### **Positive Approaches**

- 1) Aim to ensure that pupils experience success through their efforts which can be developed through the National Curriculum 1 the broader curriculum (i.e. Circle work etc.)
- 2) Are communicated through the relationships, and unwritten and unspoken rules and expectations that exist in a school.
- 3) Aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn.

### **Some strategies for Positive Encouragement**

- a) Showing others their good work
- b) Sharing assembly /celebration assembly
- c) Positive feedback to parents (verbal and written)
- d) House points
- e) Smiley faces etc. from class teacher

### **Encouraging Good Behaviour**

- Emphasis to be on encouragement and motivating pupils. Positive feedback. Descriptive praise. Give attention to success, not failure e.g. "Catch them doing good". Appropriate and meaningful work
- Respect for all individuals including their culture and background. Modelling desired behaviour. Listening to children and communicating that you have heard what they have said.
- Creating safety - physical / emotional. Clear and consistent use of rules and sanctions.
- Raise self - esteem by communicating a sense of importance and ensuring pupils experience and have a sense of their own success.

### **APPENDIX 5 Relationships and values**

This Behaviour and Discipline policy helps us to focus in on the techniques we employ to make a fundamental impact on the quality of the relationships within the school community.

As a Voluntary Aided Church of England school, we aim:

- to provide a broad, balanced and differentiated curriculum, set within the ethos and principles of a Christian Education;
- to make the love of Jesus Christ evident to all who come within our walls;
- to enable our children to gain a real respect for themselves, for each other, and for God's world;
- to serve the community by providing an education of the highest quality within the context of Christian belief and practice;
- to promote children's spiritual development and endeavour to foster an appreciation of Christian values through daily acts of worship and the way we conduct ourselves;

- to enable our children to fulfil their potential within a caring and Christian environment;
- to reflect the values and teachings of the Christian faith whilst respecting other cultures and beliefs;
- to maintain close links with St Andrew's Church.

As a distinctive Church school, we aim to uphold the Christian values of:

- love,
- trust
- endurance,
- forgiveness,
- peace,
- faith,
- understanding,
- compassion,
- acceptance,
- commitment,
- reconciliation,
- healing and justice.

#### **Children are expected to**

Behave in an orderly, purposeful and sensible manner at all times

Show courtesy and respect to all members of the school and visitors Be thoughtful, helpful and understanding to each other at all times

#### **Parents are expected to**

- Be aware of the school's Pupil Discipline Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary

#### **Members of Staff are expected to**

- Set high standards of social behaviour, be polite, well-disciplined and thorough
- Listen to children, making it clear through their response that children's comments and reactions matter
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them

#### **Governors are expected to**

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- Be familiar with the school policy and actively support it

## **APPENIX 6 Covid-19 Addendum**

### **St Andrew's C E Primary School Amendments to the Behaviour Policy September 2020**

We have made changes to our existing behaviour policy to reflect the expectations in school due to Covid 19. Through effective support, guidance and encouragement from staff and parents, and considering their age.

The expectations are;

- Understand and follow any altered routines and timings for arrival or departure.
- Understand and follow school instructions on hygiene, such as handwashing and sanitising.
- Understand and follow instructions on social distancing and with which pupils they can socialise with at school and which areas of school they can and cannot enter.
- Understand and be able to move around school safely, following specific instructions (for example, one-way systems, out of bounds areas, queuing).
- Understand and follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- Know that they must tell an adult if they are experiencing symptoms of coronavirus.
- Understand and follow rules about sharing any equipment or other items including drinking bottles and specific learning resources.
- Understand and follow amended expectations about breaks or play times, including where they may or may not play.
- Understand which toilets they are able to use and what they should do to use them safely.
- Understand and follow clear rules about coughing/spitting/sharing fluids at or towards any other person.
- Understand any amended rewards and sanction systems where appropriate.
- Understand how to access remote education safely whilst at home.

When pupils return to school staff will update pupils on the amendments in an age appropriate manner. If a pupil puts themselves or others at risk by consistently not following the amended policy statements then their parent or carer will be required to collect them from the school.