



ALL SAINTS CEVA PRIMARY SCHOOL – BEHAVIOUR POLICY

The family of All Saints Church of England Aided Primary School at all times, and in all that it does, attempts to serve as a witness to the Christian faith as seen in Jesus Christ.

Galatians 5:22-23

‘But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law’.

‘The behaviour of pupils is good. Pupils’ conduct is exemplary at playtimes, during assemblies and around the school site.’ (Ofsted June 2016)

This policy has been written in accordance with Section 89 of the ‘Education and Inspection Act 2006’, ‘Behaviour and Discipline in schools – Advice for Headteacher’s and senior staff’ (DfE February 2014) and the ‘Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017).

This policy should be read in connection with the following publications:

- ‘Valuing all God’s children – Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying’ (Church of England, Summer 2019): <https://www.churchofengland.org/media/2063731/valuinggodchildren.pdf>
- The Fruits of the Spirit: A Church of England Discussion Paper https://churchofengland.org/media/2386307/fruits_of_the_spirit.pdf (Church of England October 2015)

Introduction

Governors at All Saints CEVA Primary School support the work of the staff to promote good behaviour at all times. Governors recognise that good behaviour needs to be taught and does not necessarily come naturally. All Saints CEVA Primary School will adopt a proactive, solution-focused approach wherever possible and explore a range of strategies that will address behaviour problems, not simply wait for problems to occur. This includes striving to help the child understand the others viewpoint and to provide opportunities for reparation and our value of **forgiveness**.

The Steer Report Feb 2006 outlines the following principles underlining good behaviour in schools including All Saints CEVA Primary school:

- *The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff;*
- *Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach.*
- *To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour;*
- *There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management;*
- *Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard;*
- *The support of parents is essential for the maintenance of good behaviour;*
- *Parents and schools each need to have a clear understanding of their rights and responsibilities; and School leaders have a critical role in establishing high standards of learning, teaching and behaviour.*

In response to this the following Code of Conduct has been developed for pupils and is clearly displayed in each teaching area:-

Code of conduct at All Saints CEVA Primary School

We show [respect](#) by using good manners, listening to others, looking after our things and working hard.

We show [courage](#) by being honest when we have made a wrong decision and improve upon our mistakes.

We show [forgiveness](#) by accepting that others make mistakes too.

We show [humility](#) by celebrating the achievement of others and acknowledging those who help us.

We show [trust](#) by following adult guidance and sharing our opinions, hopes and aspirations.

We show [wisdom](#) by knowing when to: work quietly, ask for adult intervention and concentrate on our learning.

We show [compassion](#) by appreciating other people's feelings; sharing compliments and constructive criticism.

We show [service](#) by offering help to others when they need our help or support.

We show [peace](#) by seeking solutions to problems and learning to respectfully disagree.

We show [joy](#) by making an active contribution to our learning, doing our very best and taking pride in all we do.

We show [love](#) by caring for our environment and keeping ourselves and others safe.

We show [hope](#) by building our resilience and embracing 'challenge' in our learning.

As a Church of England school, our values are rooted in the Christian faith and underpin every aspect of our school life.

Home/School agreement

All Saints CEVA Primary school asks for all parents to sign and adhere to the Home School Agreement.

Rewards and consequences (See 'Good to be Green Behaviour Management system')

Every opportunity is taken to reward success, for example in worship and the inclusion of names in the newsletter home or phone calls to parents. These are used to celebrate pupil success in wider fields for example sporting achievements, music etc.

All Saints school promotes, encourages and rewards positive behaviour. All behaviour is managed in accordance with this policy and with reference to the schools Core Values.

We also involve parents as part of our rewards strategy to improve behaviour particularly where children need to be set smaller targets for improvement. These will generally be identified through the production of an individual behaviour plan.

Transition

We have established strong links with many local secondary schools and we work closely with our colleagues to ensure a smooth transition at the end of Year 6. All pupils in Year 6 will be given the opportunity to meet staff from their new school to address any pastoral or academic needs in good time before they move in to the secondary phase.

Behaviour

All Saints CEVA Primary School uses a variety of behaviour management strategies including the 'Good to be Green' rewards and sanction system. **All** staff and pupils will support this system. Pupils will be rewarded for good behaviour and pupils demonstrating poor or unwanted behaviour will be sanctioned in accordance to a published table of consequences. One of these measures is to use break or lunchtime detention. Parents will be informed on the same day, wherever possible, when their child receives a sanction under this system.

The Head Teacher and in their absence the Deputy Head Teacher will consider temporarily removing poorly behaved pupils from the classroom to work in seclusion with a member of staff in the event of a pupil's behaviour being detrimental to the learning or safety of other children.

The Head Teacher, or in their absence the Deputy Head Teacher, will consider excluding (sometimes called expelling) pupils in the event of extreme poor behaviour. It is acknowledged that on-going poor behaviour may indicate that there is an unmet need and this will be fully explored before deciding upon an exclusion. Where appropriate the school will work with supporting agencies to meet any identified need. The Head Teacher will inform Governors when a child has been excluded from school.

What happens if a child is excluded?

We will let parents know about an exclusion as soon as possible and follow up with a letter including information about how long the child is excluded for and why.

For the first 5 school days of an exclusion, it's the parent's responsibility to make sure the child isn't in a public place during normal school hours unless there is a good reason.

The parent or carer might be prosecuted if the child is found in a public place when they're not supposed to be.

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in 1 school year.

If a child has been excluded for a fixed period, we will set and mark work for the first 5 school days.

Permanent exclusion

Permanent exclusion means a child is expelled. The local authority must arrange full-time education from the 6th school day.

Challenging exclusion

The letter from school about the exclusion will tell parents how to challenge the decision.

Challenging fixed period exclusion

Parents can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or an exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the governing body appeals committee to consider their views.

Challenging permanent exclusion

Parents can challenge permanent exclusion with the governing body. If they agree with the exclusion, you can appeal to the local council or the Academy Trust if the school is an academy. The governing body must tell you how to do this.

Reintegration Interviews

All pupils will be expected to attend a reintegration interview with the Head Teacher or a designated member of staff upon their return to school following a fixed term exclusion. This meeting is to promote the improvement of the child's behaviour.

Screening and searching

All teachers are permitted to search a pupil and their belongings with the authorisation of the Head Teacher if there are reasonable grounds to believe that the child has brought into school a banned item (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff

reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)).

Homework

At All Saints CEVA Primary School, we believe that homework should be set to enhance and enable further learning and to set a pattern for future studies. Homework is set when appropriate by the classroom teacher.

Homework will be monitored by the classroom teacher and at intervals by the Phase Leader. However, ultimately the responsibility for completing homework is on pupils and parents, rather than teachers who already have responsibility for class work. We ask parents to monitor homework and communicate with us if there are any concerns.

Expectations of pupils outside of lessons

Pupils should walk on the left when walking around the building at all times and be aware of points of congestion. Staff should monitor those carefully at change-over times.

At lunchtime

Lunch is served on a cafeteria system and pupils may also bring a packed lunch. Pupils are not allowed to leave the school site at lunch time. Certain areas of the school are closed at lunch time unless pupils are directly supervised by a member of staff. Pupils must respond positively to the dining supervisors who are responsible for supervision during the lunch break and liaise closely with the member of staff on duty. Where pupils continually display unacceptable behaviour parents may be asked to make alternative lunch time arrangements for a fixed period.

To and from school

Pupils are expected to behave sensibly on the journey to and from school being considerate towards other pupils and showing respect towards members of the public. Pupils can expect sanctions to be applied if their behaviour to and from school is below that expected in school.

On trips and visits

The highest standards of behaviour are expected from pupils making educational visits. Pupils must remember that they are representing the school and not do anything to damage its' reputation. This expectation will be made explicit in relevant communications with parents.

Pastoral Support

Our church family is judged by how it cares for our most vulnerable. Similarly, schools are often judged by parents by how they ensure that pupils are not victimised, bullied or harassed. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to thrive. Children who have difficulties with behaviour are supported and monitored by the Inclusion Leader and a 'Behaviour Support Plan' may be drawn up which outlines those aspects of behaviour which cause conflict with others. A series of targets are set along with rewards to be delivered either by the school or parents to encourage and promote good behaviour. The school also promotes emotional intelligence and we will work with pupils in small groups or in one to one interviews to promote the development of

emotional intelligence. A pupil in need of support should consult their class teacher in the first instance.

Bullying and E – Bullying (See Anti-Bullying Policy)

Bullying and conflict resolution often get confused. One off incidents where groups of children temporarily fall out with each other is not the same as bullying. The school will investigate alleged incidents of bullying in a firm and fair manner and use a variety of methods in dealing with anyone found to be bullying. For further details see the 'Anti - Bullying Policy'. ICT has allowed the possibilities of bullying via chat rooms, web sites or text messages. These occurrences will be subject to the same sanctions as face to face bullying in school.

Racist/ Homophobic/Sexist comments (See Equalities Duty Policy)

All Saints CEVA Primary School welcomes children from many cultures and faiths and all forms of racist/homophobic/sexist behaviour are seen as unacceptable and will not be tolerated. Racist/Homophobic comments and actions are treated as a red level offence and home contact is made. Racist/homophobic/sexist comments made by pupils are logged and reported to Northamptonshire County Council and a copy kept in school. The Head Teacher will inform Governors of all racist/homophobic/sexist incidents.

Assaults and Aggressive Behaviour (See 'Policy for the restrictive intervention and positive handling of pupils')

Physical violence is an unacceptable form of behaviour. Pupils can expect severe punishment if they involve themselves in this sort of behaviour. Staff are aware of the guidelines on the use of reasonable force and the positive handling of pupils issued by the DfE. Senior staff and identified teaching assistants have received positive handling training. Where staff have to resort to using restraint training they must report this to the Deputy Head Teacher who will record this in the 'Bound and Numbered Book'.

Possession of Drugs or Offensive Weapons

Pupils are not allowed to bring drugs (other than prescribed medication which must be directly handed to the school office by the parent/carer) or offensive weapons into school. Offences of this nature will be dealt with most severely and advice will be sought from external agencies where this is deemed necessary.

Possession of Mobile phones or other hand held devices

Mobile phones can be used inappropriately in respect to bullying and can be a target for theft. As such pupils are not permitted to use mobile phones or other similar hand held devices on school grounds before, during or after school. If pupils are found in possession of them around school, they may be confiscated and will then be handed to parents at the end of the same school day wherever this is possible. Pupils bringing mobile phones into school should hand them into the school office for safe keeping and they are to be collected from here at the end of the school day. A letter from parents is required giving permission for their child to bring a mobile phone to school.

Dealing with the pastoral needs of pupils may require the school to use external agencies, such as police, health professionals, youth workers, social services and other agencies.

Expectations of adults in the classroom

All teaching staff are expected to adhere to and follow the 'Teachers Standards' (DfE June 2013). Teaching staff must adhere to the terms and conditions outlined in the school teachers pay and conditions document (STPCD). Modelling good behaviour is an essential part of the adult's role in a school. Teachers, support staff, volunteers and visitors are expected to conduct themselves appropriately as befits their role in the school family. All staff are expected to speak to children with respect at all times and consider children's self-esteem and wellbeing when needing to reprimand them. Our mantra is '*praise in public, reprimand in private*'.

Teachers are expected to:

- Be punctual in arriving and begin the lesson promptly.
- Implement clear routines for the conduct of lessons.
- Maintain high expectations and expect high standards from all pupils.
- Ensure a calm and orderly atmosphere within which all pupils feel safe and are able to learn effectively.
- Deliver well planned lessons which challenge, differentiate, interest and stimulate all pupils.
- Set targets for pupils that are both realistic and achievable.
- Reward success and apply sanctions in accordance with school policy.
- Dress appropriately for the teaching activity, the principle being to set a good example to the pupils.
- Remain calm, even under duress.
- Be a positive role model at all times and support the school's policies

In the case where an allegation against a member of staff is made the Head Teacher will refer this to the Local Authority Designated Officer for advice and guidance.

Support for staff

It is recognised that dealing with young people can on occasions present difficulties. Staff should do all they can to resolve problems, however there may be occasions when they need advice and assistance. This will be provided by:-

- Class Teachers
- Key Stage Phase Managers
- Members of the SLT
- Governors

A senior member of staff is available in an emergency and an 'SOS' card is provided to staff which is taken to reception by a colleague or a reliable pupil if a member of staff requires urgent support.

Senior Staff will ensure that appropriate development opportunities are offered to help colleagues develop their behaviour management skills. However, staff members are also expected to ask for support in this regard if it is needed.

Junior Leadership Team

The Junior Leadership team (formerly the school council) has been in operation for many years and is a thriving forum in which pupils can express their views.

Links with parents

The governors and staff believe that parents have a vital role to play in the education of the young people. The effectiveness of this partnership is an essential foundation for maintaining good behaviour and discipline. Parents are expected to accept responsibility for the behaviour of their children. All parents are expected to be aware of and sign the Home School Agreement.

Parents are informed in cases of severe or repeated indiscipline. Parents are invited in to discuss problems and the school will try to respond quickly and efficiently to a complaint made by a parent. At this stage details of the school's complaints procedure should be made available. Parents are also contacted when pupils have performed well.

Parents are expected to treat staff with courtesy and respect at all times including face to face meetings or via other forms of communication including social media.

This policy should be read in conjunction with our schools Christian values and the:

- Inclusion Policy
- Attendance Policy
- Anti-Bullying Policy
- Prevent Policy
- Valuing all God's children' (National Society and Church of England Archbishop's Council Education Division)
- Policy for the restrictive intervention and positive handling of pupils

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