

Policy owned: **SIMCE**

Reviewed: Spring 2020

Next Review: Spring 2022

Updated Summer 2020 –  
in light of Covid 19

**'Learn to love and love to learn; in God's love each one will shine'**

St. Andrew's Church of England (VC) Primary School

## Behaviour Policy

### **Rationale:**

**Our School Vision** is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

**Learn to Love-** As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

**Love to learn-** Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

**In God's love each one will shine-** Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

### **Objective, scope and principles**

Our vision is realised through this policy by affirming and valuing every member of our school community. We believe that in order for our children to fulfil their potential, whether academic, social, physical, moral or spiritual, they have to feel safe. We follow a programme of Values Education. Through this the children are helped to understand, access and live by Christian Values including love, kindness, consideration, cooperation, friendship, tolerance and forgiveness. We aim to help the children to develop their self-confidence through an ability to manage themselves and to interact with others in a variety of situations.

We aim to:

- Develop a whole school behaviour policy supported and followed consistently by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- Apply positive policies to create a caring, community atmosphere in which teaching and learning can take place in a safe and happy environment.
- All staff actively engage in positive reinforcement of appropriate behaviour, whilst following the systems. Celebrate success in all areas of life and reward appropriate positive behaviour.

- Make clear to children the distinction between minor and more serious inappropriate behaviour and the range of consequences that will follow
- Treat problems when they occur in a caring and sympathetic manner.
- To regularly train and support staff in their behavioural management.

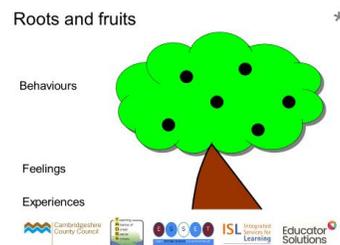
### **General Principles:**

i) The School follows the Hertfordshire STEPS approach which promotes a therapeutic view of behaviour management. Every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This links closely with the advice in the DfE “Mental Health and behaviour in schools” policy March 2016-17

We understand that:

Negative experiences create negative feelings.  
Negative feelings create negative behaviour.

Positive experiences create positive feelings.  
Positive feelings create positive behaviour.



Consistency is key. The School works closely with children and parents to create shared values and beliefs, shared principles of communication and de-escalation, shared risk management and shared opportunities for reparation, reflection and restoration

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance “Use of Reasonable Force: Advice for head teachers, staff and governing bodies”, April 2013 - Please refer to our Restrictive Physical Intervention Policy.

### ii) **Children with Special Educational Needs (SEN):**

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). We understand that there may be underlying SEN which may affect a child’s behaviour. Our Special Educational Needs and/or Disability (SEND) Policy outlines the steps we take as a school to support individual needs, including social/emotional needs of the child and whether a multiagency assessment is necessary.

### iii) **Safeguarding Children:**

We are also aware that children who suffer abuse may also exhibit behavioural issues.

All adults know that it is everyone’s responsibility to protect and promote the welfare of the children in the school (see “Keeping Children Safe in Education 2019”).

Staff are therefore vigilant for signs of abuse and know the appropriate procedures if they suspect a child’s behaviour is being affected. (Please refer to our Child Protection Policy)

### iv) **Transition:**

We are aware that times of transition (e.g moving from one class to another, from one key stage to another or changing schools) can be unsettling for some children which, in turn, may lead to social/emotional issues. We therefore employ a number of measures (such as cross year group buddies, visiting their new classrooms, meeting new teachers) to help the process be a smooth and as positive as possible. For more details please refer to our Transition Policy.

**v) The Role of School staff**

All school staff behave respectfully towards pupils, modelling the expected behaviour.  
All school staff will be vigilant for any poor or bullying behaviour and will react appropriately.

We believe that high-quality teaching promotes effective learning and pro-social behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We believe that an appropriately structured, but enhanced curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to minimise the alienation and disaffection which can lie at the root of poor behaviour.

Each class will have spent PSHE lesson time discussing and defining safe, respectful behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms are therefore organised to develop independence and personal initiative.

**vi) The role of the Headteacher**

It is the responsibility of the Headteacher to implement this policy throughout the school. The Headteacher records and reports regularly to governors on the effectiveness of the policy, and about major behaviour/bullying incidents.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Headteacher will ensure that all staff are clear about the expectations in the behaviour policy and procedures which they should use. Where specific training-needs have been identified for particular members of staff, through school self-evaluation and individual-performance management reviews, the Headteacher will ensure that those members of staff have access to the advice, training and development-opportunities appropriate to their needs.

**vii) The role of parents**

We place great importance upon the partnership established between home and school as we believe that by working together with mutual respect and appreciation, we will achieve the best for each child within our school community.

Our Home School Agreement outlines acceptable behavioural expectations and responsibilities that school, parents and children have of each other. There are four different documents that are age-appropriate and issued at the start of each Key Stage (Reception, Year 1, Year 3 and Year 5).

Any parent or child who finds themselves unable to sign for whatever reason is invited to meet with the Headteacher to discuss, and hopefully resolve, any concerns.

If the school has to use reasonable consequences to discipline a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, then parent's/carers may follow the complaints procedures as set out in the complaint's policy.

### **viii) The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

### **ix) The role of children**

- To be responsible for and govern their own behaviour.
- To follow the whole school three rules at all times.
- To use the opportunities provided to be a role model and an ambassador for good behaviour.

## **Rules and Procedures**

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. At St. Andrew's we do not need or have many rules. Instead we ask;

- **Is it respectful?**
- **Is it safe?**
- **Are you ready to learn?**

We expect the following of these rules at all times of the school day and aim that this self-discipline will transfer when the children are in the wider community.

## **Rewarding Positive Behaviour**

At St Andrew's emphasis is placed, whenever possible, on promoting positive behaviour through rewards. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. This is true of both children and adults. The most common reward is praise, informal and formal, public and private, to individuals and groups.

### **Individual incentives:**

These may include, for example;

- personal praise and encouragement including an explanation as to why you are pleased
- stickers (on work, person or individual motivational chart)
- 'Monster Points' or other age-appropriate rewards
- referral to another adult in school for praise/stickers
- referral to Headteacher for Headteacher's Award (stickers and certificates)
- 'Child of the Day' or other in-class achievement award
- classroom rewards or privileges
- public recognition in celebration assembly
- mention in the weekly Update
- talking and reporting to parents/carers
- You Can-Toucan weekly awards
- Top table awards
- Good work may be selected for sharing in collective worship.
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We also celebrate good behaviour through;

**Value champions** - Each half term the school focuses on a specific Christian Value. At the end of the half term each teacher nominates a class champion, who will take on the role of 'Values Champion' for that half term. This is someone who has demonstrated the Value at a high level or has shown real development in this area. The Values Champion each week along with the class teacher nominates a member of the class to receive a values certificate for living out the school value for the week. This is recorded in a Golden Book and displayed in the school entrance. At the end of the half term the Values Champions will attend a tea party with the Head and Deputy Head teacher.

**House Points** - Children can be rewarded with house points for academic and non-academic achievements, for effort and being caring, and for all aspects of good work and behaviour. Each house's points are counted up at the end of the week, and the winning house announced in Collective Worship. A points board will show the progress of all the houses. We hope that children will encourage members of their house to try their best in every aspect of school life. The house point system should be used to reward children with behavioural issues rather than the certificate system, so that all children feel equally valued. Children with significant behavioural issues should be supported by an individual behavioural plan rather than be awarded numerous certificates, this should be discussed with the SENCo, head teacher and parents as appropriate.

**Whole class incentives** may include, for example;

- Marbles in the Jar
- Class rewards – golden time
- Extra play period/Sports time

Consequences

For behaviour which is not respectful, safe or is preventing the learning, either of the individual or the learning of other pupils, we employ a number of consequences. We employ these consequences appropriately to each individual situation and child. The school may not necessarily follow these steps in a sequential manner depending upon the nature of the incident(s). We may also seek outside specialist support to help deal with behavioural issues at any point if the school feels it is appropriate to do so (e.g Attendance Improvement Officers, Educational Psychologists, Behaviour Support Team, Family Support Worker, Advisory Teachers, Social services and Health Services where appropriate HFL, St Albans Diocese Education Department,)

We also reserve the right to set consequences where a child exhibits bad, non- criminal, behavior off the school premises and which is witnessed by a staff member or reported to the school.

Type of Incident	Consequences
<p><b>COVID-19 Behaviour Principles</b></p> <p>In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.</p> <p><b>Behaviour Expectations:</b>  <b>Children will follow</b></p> <ul style="list-style-type: none"> <li>• amended expectations about breaks or play times, including where children may or may not play</li> <li>• clear rules about coughing or spitting at or towards any other person</li> <li>• clear rules for pupils at home about conduct in relation to remote education</li> </ul> <p><b>School Routines and Procedures:</b>  <b>Children will follow</b></p> <ul style="list-style-type: none"> <li>• altered routines for arrival or departure</li> <li>• instructions on who pupils can socialise with at school</li> <li>• instructions about moving around the school (for example, out of bounds areas, queuing, one person only in the toilets)</li> <li>• rules about sharing any equipment</li> </ul> <p><b>Hygiene and Health Expectations:</b>  <b>Children will:</b></p> <ul style="list-style-type: none"> <li>• adhere to the school instructions on hygiene, such as hand washing and sanitising</li> <li>• follow school guidance about sneezing, coughing, tissues and disposal (reinforce ‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands</li> <li>• tell an adult if you are feeling unwell with a temperature or a cough</li> </ul> <p><b>Mental Health and Emotional Support:</b>  <b>Staff will support children by</b></p> <ul style="list-style-type: none"> <li>• altering the curriculum to support children, e.g. social stories, circle time, PHSE, collective focus</li> <li>• providing additional support that pupils can access above and beyond classroom provision if required – use of school counselling provision</li> </ul>	<p>In the first instance parents will be informed of child’s failure to follow Covid-19 principles and guidance will be provided to help the child’s understanding of the new rules and expectations.</p> <p>If a child repeatedly puts themselves and others in danger, they will be expected to remain at home and their school place will be withdrawn.</p>

<p>In the vast majority of cases, incidents of inappropriate behaviour are dealt with by the <b>class teacher</b></p> <p><b>Low level disruptions</b> may include e.g.</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Making noises</li> <li>• Not listening to instructions</li> <li>• Distracting others</li> <li>• Poor attention to detail in work</li> </ul> <p>3-4 low level disruptions over a short period of time would be considered moving into medium level disruption.</p>	<p>Age appropriate sanctions may include:</p> <ul style="list-style-type: none"> <li>• Verbal warning and reference to rules/expected behaviour.</li> <li>• non-verbal warning</li> <li>• removal/exclusion from an activity or specific area</li> <li>• loss of playtime or Golden Time</li> <li>• use of warnings leading to an expectation to complete work in their 'own' time – whether in school or at home.</li> <li>• “Time out” within the classroom – the pupil will be told to leave the current activity and spend a few minutes away from the others until the teacher is able to address the behaviour.</li> <li>• After “time out” the Class Teacher will discuss the pupil's behaviour with them, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness. They may also be required to repeat work or catch up at playtimes.</li> </ul>
<p><b>Medium level disruptions</b> may include e.g.</p> <ul style="list-style-type: none"> <li>• Continued low level disruptions</li> <li>• Disrespect to adult (including adults off the school premises)</li> <li>• Answering back</li> <li>• Deliberately damaging someone's property</li> <li>• Hurting others</li> <li>• Other distractive behaviour that stops other pupils' learning</li> </ul> <p>3 5W forms over a short period of time would be considered moving into continued medium level disruption.</p>	<ul style="list-style-type: none"> <li>• “Time out” in another classroom – the pupil will be sent into another teacher's classroom if behaviour is particularly disruptive, or the pupil hasn't responded to earlier warning or “time- out” within their own classroom.</li> <li>• The pupil is given a 5W's prompt questions to reflect on (see Appendix 1).</li> <li>• After “time out” in another class the Class Teacher will discuss the pupil's behaviour with them giving the pupil an opportunity to share their responses to the prompt questions, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness.</li> <li>• The pupil may miss some playtime (depending on the severity of the incident).</li> <li>• The class teacher will share this with the parent/carer, discussing the incident(s)</li> </ul>
<p><b>Continued Medium level disruptions:</b></p>	<ul style="list-style-type: none"> <li>• The concerns of a member of staff regarding repeated poor behaviour are, in the first instance, reported to the Senior Leadership Team, the Deputy Headteacher or Head Teacher who will record each incident, actions and outcomes.</li> <li>• After attending on three such occasions in quick succession or in response to a single, more serious incident (see below) the Deputy Headteacher or Head Teacher will arrange a meeting to discuss concerns with the child's parent(s)/carers and to decide on a joint course of action to improve the behaviour of the child. This may include the use of Circle Times by the class teacher, a simple reward chart for the child, counselling opportunities, etc.</li> <li>• In such a situation the child will be put onto a Behaviour Log (Appendix 2).</li> <li>• This log will make explicit the behaviour which needs to change. During each part of the day the child will earn</li> </ul>

	<p>points when s/he behaves in a positive way. There will be an expectation that they will earn a certain number of points during each day. If not enough points are earned then clear consequences will follow. (e.g, loss of break, lunchtime KS2). The parents/carers will be informed about the progress of the child's behaviour.</p> <ul style="list-style-type: none"> <li>• Improvements, or otherwise, in the child's progress will be monitored and review meetings held with parents.</li> </ul>
<p><b>High level anti-social behaviour</b> e.g.</p> <ul style="list-style-type: none"> <li>• Not improving behaviour after being on a behaviour log for four weeks</li> <li>• Extreme aggression</li> <li>• Behaving in a way which endangers others</li> <li>• Swearing at an adult</li> <li>• Racist or homophobic name calling</li> <li>• Bullying (see Anti-bullying Policy )</li> </ul>	<ul style="list-style-type: none"> <li>• A meeting will be arranged between parents and the Headteacher. The child will be expected to report to the Headteacher after each day with their Behaviour Log. Parents will be expected to meet with the Headteacher at the end of each week.</li> <li>• Internal exclusion – the child may be kept in at lunchtimes for a fixed period to allow for time to reflect and make reparations, appropriate to their levels of understanding.</li> <li>• Where deterioration in behaviour continues consultation will be held by the SENCo, with Outside Agencies e.g. the Educational Psychologist, outreach by experts in Emotional Behavioural Difficulties (EBD) etc. The child's parents/carers are informed and consulted at every stage.</li> <li>• An Risk Reduction Plan would be considered at this point (see appendix 3)</li> <li>• Parents are made aware that failure to modify and control anti – social behaviour in school may result in fixed term exclusion from school.</li> <li>•</li> </ul>
<p><b>Malicious accusations against school staff</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>• The Governing Body will instruct the Head teacher to follow the advice from "Dealing with Allegations of Abuse against teachers and other staff."</li> <li>• <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_a_buse_against_teachers_and_other_staff.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_a_buse_against_teachers_and_other_staff.pdf</a></li> <li>• If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible.</li> <li>• If an allegation is determined to be unfounded or malicious, the CPSLO (Child Protection School Liaison officer) should refer the matter to the Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.</li> <li>•</li> </ul>
<p><b>Exclusions</b> The decision to exclude a pupil must be lawful, reasonable and fair and will only be followed in extreme</p>	<ul style="list-style-type: none"> <li>•</li> <li>• Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds.</li> <li>• In such circumstances the school and Headteacher will</li> </ul>

<p>circumstances. i.e</p> <ul style="list-style-type: none"> <li>● serious actual or threatened violence against another pupil or a member of staff;</li> <li>● sexual abuse or assault</li> <li>● supplying an illegal drug</li> <li>● carrying an offensive weapon</li> <li>● where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</li> </ul>	<p>follow the guidance as set out in:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a> (Sept 2017) and the school's Exclusion Policy.</li> <li>● Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.</li> <li>● Prior to excluding the child the Headteacher will inform the parents/carers that exclusion is likely and imminent. Details of the process can be seen in the school's Exclusions Policy.</li> <li>● Children's Services (CS) maintains an Integration Team, which should be the first point of contact for any queries head teachers, governors, parents, pupils or others may have regarding exclusions. The contact details of the Integration Team Officers for our area is: Broxbourne &amp; East Herts 01442 – 453084</li> </ul>
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## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour:

- The class teacher records repeated or significant classroom incidents – on CPOMs
- Behaviour logs/ 5W sheets are kept in the first place by the class teacher but then by the Headteacher when the incident has been resolved in order to build up a picture of reoccurring poor behaviour.
- The Headteacher records those incidents where a child is sent to her on account of bad behaviour.
- We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

The Governing Body will evaluate the impact of this policy by receiving data and developing trends from the Headteacher on:

- fixed-term and permanent exclusions
- number of and analysis of behaviour instances of bullying and racial incidents, as reported on returns to the LA, and action taken support provided for the victims.

### **School Policy documents** which support this policy.

The SEN policy and procedures.

The Exclusions Policy-

The Anti – bullying policy.

E-Safety Policy

The PSHE policy (in particular Circle Time)

Policy for the use of Physical Intervention

Home-School Agreement  
School Code of Conduct  
Teaching and Learning Policy

School Equality Scheme

**Policy 'owned' by:** SMCIE

**Reviewed:** Spring 2020

**To be reviewed:** Spring 2020 – amended Summer 2020 (Covid-19)

# Time to consider the 5 W's :

<b>1. What I did.</b>	
<b>2. Why I did it.</b>	
<b>3. Which rule did I break?</b>	
<b>4. Who was affected?</b>	
<b>5. What can I do differently next time?</b>	

**Appendix 2 - Behaviour Log:** (This may be amended as necessary)

Week beginning \_\_\_\_\_ Name: \_\_\_\_\_

Behaviour to improve: \_\_\_\_\_

Needs to achieve at least \_\_\_\_\_ per day.

**Behaviour points:**

0 – poor      1 – Requires improvement      2—Good

	Session1	Session 2	Break	Session 3	Lunch	Session 5	Totals
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 3 – Risk Response Plan

Individual Management Plan - CONFIDENTIAL

Name	DOB	Date	Review Date
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	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator ..... Date .....

Signature of Parent / Carer ..... Date .....

Signature of Young Person ..... Date.....