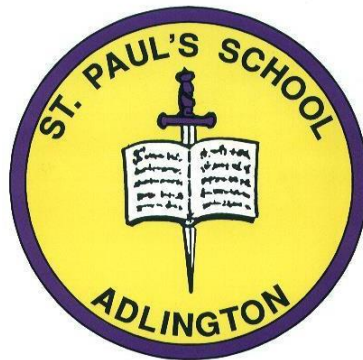


Behaviour policy and statement of behaviour principles

Adlington St Pauls C E Primary School



Learning Together Following Jesus

Whatever you do, work at it with all your heart

Colossians 3 v23

Christian values are the heartbeat of our school. Seeking to be respectful, responsible and empowering global citizens, we follow the word of St Paul, 'Whatever you do, work at it with all your heart' In this context, rejoicing in Jesus' love and compassion for all, we pursue excellence as we celebrate everyone's uniqueness in a broad, rich and balanced curriculum.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

At Adlington St. Paul's we pride ourselves in our Christian Distinctiveness and this underpins our behaviour policy.

Our Vision:

'Whatever you do, work at it with all your heart.' Colossians 3 v23

1. Our children will be respectful, responsible and empowering global citizens who pursue excellence in all that they do guided by the learning and teachings of Jesus.
2. Our staff will be role models for our children, with high expectations for all children, celebrating their uniqueness and aiding them in their pursuit of excellence.
3. Our school will be a place where we celebrate everyone's uniqueness, children feel safe, loved and able to flourish in the presence of God.

Our Mission Statement:

Learning Together Following Jesus

We will ensure that our children pursue excellence and achieve well

We will empower our children to be respectful and responsible citizens of the world

We will create a culture of love and compassion for all

At St. Paul's we learn together, follow in Jesus' footsteps and work at everything we do with all of our heart.

Our Aims:

1. To provide a place where our Christian values and vision are the heartbeat and children can flourish spiritually, emotionally, socially and academically.
2. To provide a rich, broad, balanced and diverse curriculum that engages and challenges all learners in our school community enhanced with enrichment and extracurricular experiences to prepare them for life beyond St. Paul's.
3. To provide a safe and compassionate environment that excites and empowers all children and celebrates their unique qualities.

Our Values:

Our Christian Values are the heartbeat of our school and are central to all our decision making and everything we do in school.

Our actions and choices are led by our Christian Values and we celebrate seeing these in action through our Values tokens and Faith the Bear.



2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions

- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy in line with the Church of England policy.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Our Christian values are at the centre of what we do.

Be polite and courteous to all members of our school community.

Follow our school rules and accept the consequences of our actions.

Work hard, try our best and to never give up.

Be honest and truthful and take responsibility for things that we may say or do.

Take part in all aspects of school life to develop into a positive citizen of the future.

Take pride in ourselves, our work and our school environment.

Behave, learn and work in a way that allows all children to do the same without distraction or harm.

Be kind, thoughtful and caring in our work and our play with others.

Respect, understand and celebrate our differences.

We have 3 simple school rules

Learning Together Following Jesus respect and trust in ourselves

Learning Together Following Jesus respect and trust in others

Learning Together Following Jesus respect and trust in our school community

7. Rewards and sanctions

7.1 List of rewards and sanctions

- Verbal praise and recognition
- Dojo House Points – KS1
- House Points – KS2
- Merit Awards
- Friday Star of the Week Award - Themed
- Value Award
- Always Club – Above and Beyond
- Positive Postcards sent home
- Names/Photos moved along the coloured coded system



The school may use one or more of the following sanctions in response to unacceptable behaviour:

Stepped Sanctions:

Redirection (a Drive By) - this can be delivered to the whole class

Reminder (a reminder of the school rules –could be nonverbal)

Verbal warning to 'Turn it around' (delivered privately wherever possible, making children aware of their behaviour and consequences if they continue). Staff to use the 30 second intervention. Talk to child, privately where possible and give opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class

Time Out – 1/3 minutes time away from the group, in the classroom to think about their actions (Move to

Time to Think)

Internal referral - Sent to speak with a member of SLT (this must be recorded on behaviour log) (Accept consequences for my actions)

Restorative follow up meeting should happen before the end of the day

Report if improvements aren't seen, a child may be placed on report. SLT should be informed of this and should be present at the initial report meeting with parents.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and coloured coded circles.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Exclusion

16. The Head teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head teacher has the right to exclude children from school at her own discretion, either temporarily or permanently.

1. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

2. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

4. The behaviour of a pupil outside school can be considered grounds for an exclusion.

5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

6. 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.

7. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

8. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to: • eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act; • advance equality of opportunity between people who share a protected characteristic and people who do not; and • foster good relations between people who share a protected characteristic and people who do not share it.

11. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular

disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues⁴.

12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

14. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

15. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Refer to <https://www.gov.uk/government/publications/school-exclusion> for further information.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as and when needed depending on cohorts.

Behaviour management will also form part of continuing professional development.

A staff training log is available.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti Bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy (included in this policy) explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every year.

Reviewed: September 2022

Signed: Mrs J Burger
Headteacher

Next review date: September 2023

