



# Behaviour Policy



*Encourage, Guide, Support, Celebrate*

Date Approved: September 2023`

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## 1.Principles

At our school we believe that every child is unique and special. The Christian values underpin all that we do, subsequently we have developed our own Code of Conduct based on the fundamentals of our Christian faith.

Our code is based on the principle that people matter and that productive relationships are at the centre of all that we do. Our aim is that all children should be able to achieve their potential in a safe and happy environment. They will acquire the self discipline that will make them good citizens of the future, able to lead fulfilling and satisfying lives. We expect our children to develop high personal standards and moral values, through a sense of responsibility and a respect for others. Children are taught to take responsibility for their own behaviour.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enable us to promote positive behaviour.

## 2.Context

This policy should be read in conjunction with:

Health & Safety Policy

Safeguarding Policy

Online Safety Policy

Attendance Policy

Single Equalities Policy

Anti – Bullying Policy

Teaching & Learning Policy

Home- School Agreement

Special Educational Needs Policy



## 3. Management of Behaviour

In order to maintain the high standards of behaviour in school we aim to:

- encourage a calm, purposeful and happy atmosphere within the school
- develop and foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour

- have a consistent approach to behaviour throughout the school
- make boundaries of acceptable behaviour clear and to ensure safety
- raise awareness of appropriate behaviour to help pupils, staff and parents to have a sense of direction and feeling of common purpose.


Our Good Behaviour Policy is based on the following factors: -

- Code of Conduct
- Consistency
- Good Relationships
- Respect
- Choice
- Curriculum
- Positive Recognition
- Consequences

## **Code of Conduct**


School has in place a Code of Conduct that was drawn up by staff and pupils. This forms the basis of our school rules.

**St. Michael's C. of E. School Code of Conduct**



At our school we believe everyone matters. God's love is special so we:

- Treat every day as a brand-new day
- Respect everyone and their opinions
- Celebrate each others' strengths
- Are honest and learn from our mistakes
- Listen to each other without interrupting
- Help each other to grow
- Always try to do our best
- Show respect for everyone and everything
- Make use of what we learn today to help us in the future
- Take responsibility for our actions.



All children are expected to follow the Code of Conduct throughout their school day. Failure to do so, will result in consequences for their chosen behaviour.

## **Consistency**

Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children know the rewards and consequences that are in place. All children are treated equally and fairly. Children with additional needs will be disciplined according to their requirements.

## **Relationships**

We firmly believe in developing excellent relationships at Aughton St. Michael's, as we believe this is the basis for a productive school where all can work together profitably. Relationships between staff and pupils must be built on trust and respect. Children are taught the difference between right and wrong and through positive relationships, this is incorporated into all that we do.

## **Respect**

We aim to develop a culture of respect, where all stakeholders are in full agreement of the code of respect required within school.

- We treat each other with respect in the way we communicate.
- The school building and everything in it is treated with respect.
- Everyone sees the importance of respecting other people's feelings.

### **Choice**

Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to make them realise that they own their own behaviour, and they choose how to behave.

### **Curriculum**

The importance of an appropriate curriculum is crucial. We differentiate according to children's abilities, realising the frustration that can be caused when work is too hard or too easy for a child. Learning needs to be fun and we believe in a creative curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is seen as crucial to promoting good self-discipline.

Through our curriculum, the children are taught about Online Behaviour. This enables them to understand what acceptable and unacceptable online behaviour looks like. The children are taught that the same standard of behaviour and honesty applies on and offline, including the respect for others. Children are taught to recognise unacceptable behaviour in others.

### **Positive recognition**

We use positive recognition to:

- encourage the pupils to behave appropriately
- increase the pupils' self esteem
- to reduce problem behaviour
- to create a positive climate for the teacher and pupils
- to help to teach behaviour and establish positive relationships with the pupils

The positive recognition used at St. Michael's C. of E. School takes the form of:

- sincere and meaningful praise
- visual acknowledgement of the child's behaviour
- written acknowledgement on the values board, accompanied with a sticker
- Rainbow Certificates
- 'Citizen of the Week' awarded to a member of each class.

The school has a clear system of rewards which are used to encourage good behaviour. These include – team points for hard work, Citizen of the Week Award, acknowledgement on the values board, for which the child is given an accompanying sticker. Once the child has been awarded a sticker for every category, they receive 'The Rainbow Award.

### **Classroom Systems**

Staff make use of the Value Board to acknowledge positive behaviour, whereby children who are demonstrating our school values, have their names written in the appropriate value grid. Once their name has been in each grid, they will be awarded a Rainbow Award.

For low level disruption within the classroom, the child will get a verbal warning. Following this they will be placed on the scaled line.

Where behaviour in the classroom is inappropriate, the children's initials will be placed on a scaled line, using the numbers 1- 4.

- 1 is where the child's behaviour has been inappropriate, in this instance the class teacher has acknowledged it.
- 2– where the child's behaviour has again been inappropriate, the child will lose 5 minutes of their break and complete a reflection sheet, which is then passed to the Headteacher.
- 3 - where the child's inappropriate behaviour continues, they will be sent to the Deputy Headteacher, in his absence a member of the SLT.
- 4 – if the behaviour continues again, they will be sent to the Headteacher, in their absence the DHT.

If the child reaches point number 3, this must be recorded on CPOMs by the class teacher.

### **Playground Systems**

Where behaviour is inappropriate the following procedures will be followed:

- 1 - where the child's behaviour has been inappropriate, in this instance the member of staff who has been made aware of it must deal with it and inform the class teacher at the end of break. This will be added to the sliding scale.
- 2 – where the child's behaviour has been inappropriate, again the member of staff will inform the class teacher at the end of break. The child will take 5 minutes out or complete a reflection sheet, which is then passed to the Headteacher.
- 3- where the child's inappropriate behaviour continues, they will be sent to the Deputy Headteacher, in their absence, a member of the SLT.
- 4 – if the behaviour continues again, they will be sent to the Headteacher, in their absence the DHT.

In the case of any physical behaviour the child/ children will be sent to the DHT. If the incident occurs at the end of break it will be dealt with by the DHT at the start of the next break. Should a second incident occur in one day, the child will be sent to the HT.

Any physical incident or where a child reaches point number 3, this must be recorded on CPOMs by the class teacher.

### **Consequences**

These come into force when the Code of Conduct is not followed by a pupil.

In the classroom, the staff follow a discipline hierarchy appropriate to the child's age. This may result in a child losing part of their playtime, Headteacher intervention and parental involvement.

In the event of their behaviour having a negative effect on others, the children are encouraged to reflect on what they have done and the choices they made and the preferred course of action. This helps the child to determine the cause of their behaviour and the effects their actions may have had on others.

School have a zero tolerance stance with regards to physical aggressive behaviour.

### **Monitoring of Behaviour**

All completed reflection sheets will be stored in the Headteacher's office. When a child reaches Level 3 on the scale, their behaviour will be recorded on CPOMS. In the event of consistent misbehaviour, the Headteacher will be informed and a 'Behaviour Support Plan' will be implemented. The purpose of this is to help support the pupil make correct behaviour choices.

Parents will be kept regularly informed of their child's progress.

### **Reasonable adjustments**

As at all times, we will make reasonable adjustments as appropriate for our children with SEND needs. Behaviour plans will continue to include reasonable adjustments when appropriate.

These adjustments will be in line with the current Government guidance around social distancing and the guidance on the implementation of protective measure

### **Serious Incidents / continued mis-behaviour**

Incidents outlined below are regarded as serious and are recorded on CPOMs detailing the actions leading up to the incident, the incident itself, who was involved and who witnessed it. Parents will be informed and in severe cases of misbehaviour the child can be excluded for a specified period.

Each individual situation will be investigated according to need. The headteacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Headteacher may exclude the pupil.

Serious incidents include:

- Physical harm suffered by pupils or staff
- Verbal harm (including comments of a racial nature)
- Damage to property
- Stealing
- Persistent inappropriate behaviour

Should exclusion be necessary the school will adopt the following recommended approach:

- The child will be excluded for a specified period (usually between 1 and 5 days).
- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chairman of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Lancashire County Council.
- The school will also work to put in place a programme for the pupil on his/her return.
- The package will include input from staff at the school, parents and possibly outside agencies (e.g. Attendance Service, Elm Tree School) and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following an exclusion, the child will be able to return to school and that the rescue programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

In extreme cases the headteacher can permanently exclude a pupil. Such a decision will only be made when:

- The pupil has seriously breached the school's behaviour policy;
- If a pupil remains in school, it would seriously harm the education or welfare of the pupil or others in school.

Where behaviour is inappropriate when a pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour :

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil (including inappropriate online behaviour) or
- Could adversely affect the reputation of the school

The same principles and sanctions that are outlined in the management of behavior in school will be applied in accordance with the severity of the behavior.

## **Preventing Bullying**

### **Relationships**

We firmly believe in developing excellent relationships at Aughton St. Michael's C.E. School. This is the basis for a productive school where we can all work together profitably. Relationships between staff and pupils must be built on trust and respect. Children are taught the difference between right and wrong and through positive relationships this is incorporated into all that we do.

### **Respect**

We aim to develop a culture of respect where all stakeholders are in full agreement of the code of respect required within school.

- We treat each other with respect in the way we communicate
- The school building and everything in it is treated with respect
- Everyone sees the importance of respecting other people's feelings

Procedures followed for incidences of bullying are held in our Anti – Bullying Policy, a copy of which can be found on the website.

## **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of pupil's property as punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - alcohol
  - knives or weapons
  - 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
    - i) to commit an offence,
    - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Weapons and knives and extreme or child pornography must be handed to the police. It is for the teacher to decide when other items can be returned to the child, or if indeed it should just be disposed of.

## **Power to use reasonable force**

In our school we do not have a 'No Contact' policy as there is a real risk that such a policy might place a member of staff in a breach of their duty of care towards a pupil or prevent them from taking action to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used to either to control or restrain but never as a punishment. Staff have been trained in use of reasonable force.

### **Roles and Responsibilities**

#### **All staff should:**

- Make your expectations clear and reinforce them with praise and positive feedback.
- Use descriptive praise to achieve the behaviour you want.
- Use a calm voice to correct wrong behaviour and take issue with the behaviour and not the child.
- Do not make emotive remarks
- Use a positive, firm clear voice to give instructions to whole classes/school.
- Ensure your tone gives the impression that you expect the children to willingly do as you ask.
- Avoid sarcasm it is negative and damaging to self esteem.
- React positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain.
- Promote a calm purposeful ethos
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Make sure that pupils listen and are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Be a positive role model
- Inform parents about their child's welfare or behaviour and, where necessary, work

#### **Pupils will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

#### **Parents, Carers and Families will:**

- Promote positive behaviour at home
- Support the school when reasonable sanctions to promote positive behaviour have been used
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary, the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities.

#### **The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

### **School Support Systems**

As a fully inclusive school, we recognise that for some children additional or different action might be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we could make curriculum adaptations for a child with learning needs.

School recognises that some of our pupils have specific needs regarding their behaviour and they cannot conform to the expectations of all the other pupils. Their behaviour can be a result of their condition and as such must be treated appropriately to their needs. Such individuals will have Individual Behaviour Plans addressing their specific behaviour. Furthermore, such children who are prone to displaying violent behaviour will have their own risk assessment which has been agreed by school and home.

We fully recognise the need to ensure that staff have access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

### **Allegations of abuse against staff and other adults working in the school**

All allegations against staff will be taken very seriously. They will be investigated fully and reported to the LADO. Where the investigation is found to be founded the staff member will be dealt with in line with the School's Disciplinary procedures.

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The Headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Time Out / Missed Playtime etc
- Fixed term exclusion
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

### **Monitoring, evaluating and reviewing**

The effectiveness of this policy will be regularly monitored by the SLT through review of Behaviour Logs, reasons for awards given, observations of pupils through lesson observations.

The policy will be reviewed annually with all staff, unless monitoring of behaviour indicates a mid -year review.

The policy is displayed on the school's website.

### **Complaints Procedure**

This section should be read in conjunction with the school's complaints procedure. A full copy is available on the school website and a hard copy from the school office.

In respect of this particular policy it should be noted that:

- All complaints about reasonable force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove his allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to 'Dealing with Allegations of Abuse against teachers and other staff



'guidance where an allegation of using excessive force is being made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.