

Halsall St Cuthbert's Primary School



Behaviour Policy

Adopted : May 2024

Reviewed: May 2027

Principles

At Halsall St Cuthbert's Primary school, our mission statement is

Let Your Light Shine

(Matthew 5:16)

Our school vision is:

To empower all pupils to reach their greatest potential through high-quality education and the core values of **respect, resilience and responsibility.**

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

At Halsall St Cuthbert's we aim to:

- ✓ Provide a safe, comfortable and caring environment where optimum learning takes place
- ✓ Provide clear guidance for children, staff and parents of expected levels of behaviour
- ✓ Use a consistent and calm approach
- ✓ Ensure all adults take responsibility for managing behaviour and follow up incidents personally
- ✓ Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of, or alongside, sanctions.

Purpose

The purpose of this policy is to provide a clear framework for encouraging appropriate behaviour and how inappropriate behaviour is to be dealt with. It has been written in conjunction with the Government publication "Behaviour in Schools" 2022 and the Lancashire Education Authority's model policy for behaviour.

Teaching good behaviour

Ensuring high standards and expectations of good behaviour pervades all aspects of school life. Pupils are taught and encouraged to behave well by:

- ❖ A secure morning routine - meet and greet by staff, bell line-up, whistle to calm down before entering school, classes sent in one at a time.
- ❖ Secure end of break and lunchtime routines
- ❖ Age-appropriate rewards and sanctions in class
- ❖ Praise stickers

- ❖ Class certificates
- ❖ Kenyon shields
- ❖ Weekly PSHE lessons
- ❖ Staff demonstrating high levels of self-discipline, manners and behaviour
- ❖ Incidents are dealt with in a restorative manner
- ❖ Certain incidents may be used as a teaching opportunity for the class
- ❖ Sanctions are followed up with a conversation to discuss choices made and the next steps

Positive reinforcement strategies

At a school level, we praise good behaviour by:

- ✓ A weekly praise assembly including Headteacher's stickers and celebration certificates
- ✓ Half termly "Kenyon shield" trophies, awarded by the teacher to a particular pupil who has demonstrated exemplary behaviour and progress in their learning
- ✓ End of Key Stage 1 prize shield presented at the end of the year to a Year 2 pupil.
- ✓ End of Key stage 2 shields for various accolades

Class level praise follows the strategies outlined in the section "Approaches to discipline" below.

Staff Strategies

- ❖ Foster a genuine rapport and connection with the children in your class and the wider school
- ❖ Make expectations explicit and refer to them regularly
- ❖ Catch children meeting and exceeding the expectations and acknowledge it with praise (methods detailed later)
- ❖ Be well prepared for lessons and pitch the work at appropriate levels
- ❖ Expect high standards of work and presentation
- ❖ Do not start the lesson until all pupils are quiet and paying attention
- ❖ Demonstrate polite and respectful behaviour to children and adults alike
- ❖ Do not accept low-level disruption
- ❖ Use verbal prompts to maintain on-task behaviour
- ❖ Use time prompts for pieces of work to maintain pace
- ❖ Do not get drawn into an argument with a child
- ❖ Ensure pupils take responsibility for their actions, accept consequences and help them restore relationships
- ❖ If a child is upset / angry, allow them time apart to calm down. Instruct child to think carefully and speak calmly
- ❖ Maintain appropriate professional boundaries (pupils are not friends)

- ❖ Be consistent and follow through with what you say will happen next.

Approaches to discipline in EYFS, KS1 and KS2

At Halsall, we recognise that it is important to be consistent in our behaviour management approaches, whilst also being age appropriate. Each class has its own system to be followed which allows good behaviour to be rewarded whilst misbehaviour can be addressed quickly and effectively. All children are made aware of the expectations at the beginning of and throughout the year (Appendix A). Before a sanction is put in place, there are steps that are followed to aim to prevent this from happening thus allowing the child to adjust their behaviour and learn by the example of others.

Class based reward and sanctions:

EYFS and KS1 use the jingle "It's good to be green!"

Class L- The Reception class have a behaviour display area. It shows a rocket split into different coloured sections. All children have their name tag and start in the green section. They aim to stay here or even progress to gold for outstanding behaviour. If they achieve gold, they receive a gold star because "it's great to be gold!". If a child needs a warning, then their name is moved to orange and a member of staff will speak with them and explain why. If the child must be moved to red, they will receive an appropriate sanction and an explanation as to why. The chart is reset every day to green.

KS1

Class W- The chart "Good to be green" is used as a visual aid for monitoring behaviour. It consists of name cards in pockets. All children start on green for the day. If a warning is required, the card will be changed to blue, a "stop and think" card. Staff will explain why. A second warning results in an amber card. If the child's name is turned to red, they will receive an appropriate sanction. A child can move back to green at any point by adjusting their behaviour. All children return to green at the start of every session.

As a reward system, they children also have a star chart on which they collect stars for good classwork or behaviour. When this is full, they can exchange it for a small prize. A card is also sent home to inform parents/carers.

Class F - This class use the "Good to be green" system too. If a child finds themselves on amber during the week, they will lose some minutes from their "golden time" on Fridays. This is a special time for playing games and crafting at the end of each week. If a child receives a red card on the chart, a suitable sanction is applied. They are also awarded "dojos" as rewards for behaviour and/or classwork. The pupil with the most dojos is awarded "star of the week" and receives a certificate.

KS2

Class K and C use the same behaviour management system. Good behaviour is rewarded with dojos and collected throughout the week on the ClassDojo app.

In Class K (lower juniors), the pupil with the highest number of dojos is "Star of the Week". They are allowed special privileges such as jobs around the classroom, allowed out first, etc. Their photograph is displayed on the wall of pride. A "Table of the week" is also chosen.

In Class C, the top 5 pupils are "stars of the week", receiving certificates and privileges throughout the following week, such as using cushions or being given jobs in class.

As sanctions, both classes use the same system: a first behaviour warning is verbal. If this is not heeded, the pupil's name will be written on the board. This will result in minutes being lost at playtime. If there has been a more serious behaviour incident, another sanction may be imposed.

In Class G, the pupils are preparing for the behaviour demands of high school and follow a slightly different approach. They have a "merit" and "strike" system. Good behaviour and/or classwork will be rewarded by merits. These are recorded on a chart in the classroom. The 3 pupils with the most merits are "star of the week" and receive a certificate and can use a cushion in their seats for the following week. If a child is misbehaving in class, they receive a verbal warning. If the behaviour continues, a strike is given on the chart. Pupils may receive strikes for other broken rules such as poor uniform choices, nail varnish, poor manners, chewing gum, etc. If a child receives 3 strikes in a half term, they will receive a playtime detention.

Merits are reset weekly and strikes are reset every half term.

Possible sanctions

All staff can issue sanctions. They must be proportionate to the circumstances of the case and any special considerations be made (such as SEND).

- Verbal reprimand
- Setting a written task e.g. writing an account of any incident, letter of apology
- Loss of a privilege e.g. role or responsibility
- Playtime detention - time dependent on the misbehaviour
- School based community service e.g. tidying up a classroom, library or other area
- Unable to represent the school in a team
- Report book
- Suspension
- Exclusion

These sanctions are in no particular order. Sanctions must be followed up with a discussion to reflect on the behaviour and discuss next steps or restorative actions where necessary.

Extreme behaviours

Some children exhibit behaviours based on early childhood experiences and other circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. These children may have separate plans in place. When dealing with an episode of extreme behaviour or a pupil is in an unsafe circumstance, it may be necessary to restrain a child. This will be done as a last resort. All staff in school carry out annual training on restraining children.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report form which is locked in the filing cabinet in the Headteacher's office.

Exclusions will occur following extreme incident at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day or session seclusion with a member of the SLT or Headteacher.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviours may be impacted by a special educational need or disability. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care Plan, (EHCP) the provisions set out in the plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take in to account the specific circumstances and requirements of the pupil involved. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in specific SEND
- Use of calm spaces where children can regulate their emotions during a moment of sensory overload

Physical Attacks on Adults

At Halsall St Cuthbert's, we take incident of violent behaviour towards staff very seriously. Incidents of violent behaviour are seen as biting, deliberately kicking, deliberately hitting or punching, head butting, spitting, pinching, throwing objects and any other behaviour that results in physical harm to the staff member.

Staff can use reasonable measures to protect themselves and should call for assistance if needed. Trained staff can restrain a child if necessary.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved and that the staff member may need some time out of classroom or to be allowed home by a member of the SLT.

The use of Reasonable Force

"Reasonable force" is defined in "Behaviour in schools" (DfE, 2022) as "no more force than is needed".

All members of staff have a legal power to use reasonable force. They should use their professional judgement of each situation to decide to physically intervene or not.

Staff should avoid causing injury, pain, or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

Reasonable force can be used to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

There are a wide variety of situations in which reasonable force may be appropriate, or necessary:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is about to or is committing damage to property or vandalism
- A pupil is at risk of causing injury or damage by accident by rough play or by misuse of objects
- A pupil running in a corridor or stairway which may cause an accident
- A pupil leaves a classroom and tries to leave the premises
- A pupil is behaving in a way that is seriously disrupting a lesson

Application of force

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the arm
- Shepherding a pupil away by placing a hand in the centre of the back.

The use of reasonable force is never a substitute for good behavioural management.

Throughout the process it is important to try to diffuse the situation by using some or all of these methods:

- ✓ Using a calm voice
- ✓ Isolating the area so there is no audience
- ✓ Bringing in a second member of staff
- ✓ Offering alternatives to behaviour "you can do this or that, but you cannot continue do what you are doing"

If physical intervention is necessary, the following principles will apply:

- The pupils will be warned verbally that physical restraint will be used
- Minimum force will be applied
- Every effort to secure the presence of other staff will be made
- Restraint will be an act of care and control, not punishment
- Acts of restraint will be carried out in a firm and calm manner.
- Following the incident, the removing teacher will take the pupil to a quiet place and talk with the pupil about the event.

The pupil will be made aware of the seriousness of the incident and what will happen next.

Searching

A teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. When a pupil agrees, a written agreement is not necessary. If they do not agree, the teacher can apply an appropriate sanction.

If the school have reasonable grounds for suspecting the pupil is in possession of a "prohibited item", the Headteacher and staff (given authorisation by the Headteacher) can search the pupil without their agreement.

The staff member conducting the search must be of the same sex when possible. No clothing except coats can be requested to be removed. The Headteacher must be present, either searching or as a witness.

Limited Exception - a staff member of the opposite sex can search a pupil without a witness if they believe there is risk of serious harm if the search is not immediate and, in the time available, it is not practicable to summon another member of staff to witness.

The list of prohibited items is:

Knives, any item deemed to be able to be used as a weapon, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article which may be used to cause a criminal offence.

The school also identifies the following as prohibited:

Mobile phones, medicines, matches or a lighter, smart watches, chewing gum, make-up.

Permanent exclusion or out of school transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered
- The risk to pupils and staff is too high
- The negative impact on staff, children and learning is too high

Permanent exclusions will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the school gate

The school is committed to ensuring pupils act as positive ambassadors for us. Taking this into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school

- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include, but are not limited to:

- Continued bullying of a pupil outside of school
- Cyberbullying
- Inappropriate behaviour before and after the school day when the pupils are in uniform
- Behaviour posing a threat to another pupil or adult
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school.

Sanctions and disciplinary actions - off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or adult.
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event which might affect the chances or opportunities being offered to other pupils in the future.

The role of parents

We strive to build positive relationships with parents and keep them informed when their children are exceeding, meeting or missing behaviour expectations. This may be an informal chat after the school day, a discussion as part of Parents' Evening, comments on the end of year report (which should not be the first time misbehaviour has been mentioned) or a more formal chat with the Headteacher present.

Where appropriate, parents are included in any pastoral work following misbehaviour. We see a positive relationship between the school and parents as vital for a child's development, both personally and educationally. We do expect parents to support the school when the decision to sanction a pupil has been made, when the behaviour policy

has been followed. We do expect parents to attend any meetings or reviews which have been agreed or communicated to them with advance warning.

This policy should be read alongside other policies, such as the anti-bullying policy.