Hesketh-with-Becconsall All Saints Church of England Primary School

Part of the Learning Together Trust family of schools

<u>Whole School Behaviour Policy</u>

John 15:12 *"My command is this: Love each other as I have loved you."*

GOOD Behaviour**, GOOD** Manners and **GOOD** work

Behaviour Policy Introduction

We aim for a high standard of behaviour and respect, recognising and regarding children for both academic and non-academic achievements believing that a positive approach encourages everyone to give of their best.

We are aware that we share responsibility for the children in our care and make every effort to provide the same level of care which any responsible parent would be expected to give.

We expect that parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching children how to behave in an acceptable manner and this begins at home. School continues to reinforce positive values in conjunction with home. We aim to ensure that good models of behaviour are rewarded and that inappropriate behaviour is dealt with firmly but fairly.

Our policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour; every opportunity is taken to support self-discipline, whereby pupils are personally involved and accept responsibility for their own actions and behaviour.

Deuteronomy 30:19 *"Therefore choose"*

Responsibilities desired from all members of the school community

Staff and Governors

- To lead by example
- To be consistent in dealing with children
- To promote the aims and values of the school among the children
- To have high expectations of the children
- To meet the educational, social and behavioural needs of the children
- To provide a stimulating and enriched curriculum which focuses on the whole child
- To communicate clearly and consistently with parents and children the schools' expectations

Pupils

- To do as instructed by all members of staff (teaching, non-teaching and visiting)
- To be aware of and act upon the Home School Agreement at all times
- To support and care for each other
- To respect each other's property and work
- To listen to and respect the opinions of their peers
- To take responsibility for their own action or inaction

Parents

- To be aware of the school's values and expectations as signed by them in the Home School Agreement on entry
- To support the values and expectations of the school
- To ensure children arrive and depart school on time
- To keep children at home when they are ill
- To provide the school with a written explanation of reason for any absence
- To provide the school with an emergency contact number
- To attend Parents' Evenings and support the school by communicating in addition to these if required

Within our behaviour policy framework everyone in our school will:
- Care for each other, respecting the feelings, bodies and properties of others
- Tell the truth
- Be responsible for all our actions
- Refrain from swearing
- Always try our best in everything we do
- Respect our classrooms and school property
- Make sure that school is a happy place for everyone
- Follow our class and school rules

Rights & Responsibilities

We believe in teaching children that with rights come responsibilities:

You have the right to...
- a safe environment
- voice your opinion
- use school books, materials and resources
- fair treatment
- a good education

You have the responsibility to...
- follow safety rules
- listen to and respect the opinions of others
- look after school books, materials and resources
- treat others fairly
- to do your best and not disrupt others learning

How we encourage good behaviour

Rewards	Positive strategies to support behaviour management	Low level behaviour management strategies	Sanctions
• Star of the week – linked to the value of the week • End of half-term treat for winning house (non-uniform) • Headteacher 'Mini Mentions' • Reading Rewards • SLT acknowledgement (Positive RWART) • Trust related awards	• Non-verbal approval • Verbal approval/acknowledgement • Smiley faces/stars/stamps • Send to colleagues for praise • Sharing of success with parents • House Points (Dojos) with Weekly House Point announcements • Table Points • 'Role Model Stickers' to be given out for those children on the Purple Zone at the end of the day	• The Look! • Proximity • Refocusing/diversions • Simple directions • Rule reminders • Non-verbal signs • Giving a choice • *'Work doesn't go away'* message • Self-directed 'Time out' • Directed 'Time Out'	• Moving Zones • Loss of privileges • Class reorganization e.g. sitting arrangements • Time off playtime • *'Work doesn't go away'* message • Self-directed 'Time out' • Directed 'Time Out' • Work to be completed • Intervention – RWART (Right Word at the Right Time) with parent/carer • Intervention – RWART (Right Word at the Right Time) with SLT

How we encourage respect for others:

- Circle Time- developing "language of feelings"
- Role Play – listening skills
- Sharing skills 'news'
- Conflict resolution skills (including restorative justice)
- Themed assemblies
- Celebration Worship
- Pupil Voice

Whole School Rules

- Follow the teaching of Jesus in John 15:12 *"My command is this: Love each other as I have loved you."*
- Show RESPECT to yourself, others and property
- Be ready to learn
- Use an appropriate voice for the space where you are
- Follow instructions first time
- Move around the school sensibly

How we record, monitor and track Behaviour Incidents

All Behaviour Incidents and subsequent actions by staff are recorded on CPOMS. This allows the Headteacher and Deputy to monitor the type and frequency of behaviours shown and measure the effectiveness of the school's policy for dealing with poor behaviour. It also enables further support for individuals, based on the holistic view gathered, to be actioned.

When recording behaviour incidents remember:

A	**Antecedents**	What was happening before/around the incident?
B	**Behaviours**	What behaviours were exhibited?
C	**Consequences**	What were the consequences of the behaviour?

Serious Behaviour Incidents

All incidents of a racial, homophobic or bullying nature, fighting and swearing are to be referred IMMEDIATELY to the Deputy Headteacher & Headteacher then recorded electronically on CPOMs. This ensures incidents of this nature are swiftly and effectively dealt with; Parents will be informed about these instances in all cases.

Suspensions

The Headteacher reserves the right to suspend children for disciplinary purposes who do not conform to our expectations of appropriate behaviour and will only do so following LCC Pupil Access Advice and in line with statutory guidance from the government; full details are below:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/2017083 1_Exclusion_Stat_guidance_Web_version.pdf

This policy references and takes into account the following documents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/f ile/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behavio ur_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf (January 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting _the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/f ile/398815/SEND_Code_of_Practice_January_2015.pdf

https://schoolsportal.lancsngfl.ac.uk/frmDcDnLd.asp?id=491852 (LCC Behaviour Policy Guidance for Schools 09/19)

Appendices to this Policy

1. Home-School Agreement School Code of Conduct
2. Behaviour Zones with examples of the associated behaviours (To be displayed in classrooms with age-appropriate wording and with children's names on pegs enabling it to be a working tool)
3. Restorative Approaches information
4. Example of a Graduated Approach to Negative Behaviours linked to SEMH

Home School Agreement
Hesketh-with-Becconsall All Saints CE Primary School

Family	School	Children

✓ Make sure my child attends school regularly and will notify school of any absences.
✓ Make sure my child arrives on time (8.55 or before each day).
✓ Support school standards by sending my child to school in the official school uniform and provide specialist clothing or equipment needed to access the National Curriculum.
✓ Support the school's policies and guidelines for behaviour and discipline as specified in the 'Behaviour and Anti-Bullying Policy'.
✓ Let the school know about any concerns or problems that might affect my child's work or behaviour.
✓ Support my child in homework and other opportunities for home learning.
✓ Listen to my child read at least 3 times a week.
✓ Attend parents' evening and discussions on my child's progress.
✓ Attempt to know about my child's life at school and try to attend or support special events and initiatives.
✓ Ensure the safety of all children when delivering/collecting children.
✓ Not arrange holidays during the academic year
✓ If I take videos & photography of school events, I understand they are only for use in my home. I will not upload them onto Social Networking Sites.
✓ Help my child to understand and adhere to the 'Online Safety Acceptable Use Policy'.
	✓ Provide a strong, caring and inclusive Christian ethos where every child really does matter.
	✓ Be open, welcoming and responsive at all times and offer opportunities for parents to become involved in the life of the school .
	✓ Provide a broad, balanced, stimulating curriculum (including a wide range of extra-curricular opportunities), which gives the opportunity for every child to achieve their full potential.
	✓ Ensure social, moral, cultural and spiritual education is woven into all aspects of the children's learning.
	✓ Provide consistently good or outstanding teaching for all children which enables them to make progress.
	✓ Regularly read in school with children.
	✓ Encourage children to do their best at all times.
	✓ Provide a safe, happy and caring environment for learning.
	✓ Encourage children to take care of their surroundings and others around them.
	✓ Keep parents informed about general school matters and about their child's progress in particular.
	✓ Provide the opportunity for parents to discuss any academic, discipline or social problems affecting a child.
	✓ Let parents know about any concerns or problems that affect their child's work, behaviour, attendance and punctuality.
		✓ Come to school every day
		✓ Come to school on time
		✓ Bring all the equipment I need everyday
		✓ Wear the school uniform and be tidy in appearance
		✓ Attempt to do homework and return it to school on time
		✓ Read at home to an adult at least 3 times a week
		✓ Always try my best
		✓ Be polite, helpful and considerate to others
		✓ Remember and follow our school values:
		   o Respect
		   o Friendship
		   o Loyalty
		   o Love
		   o Determination
		   o Responsibility
		   o Honesty
		✓ Follow our school rules:
		   o Follow the teaching of Jesus in John 15:12 *"My command is this: Love each other as I have loved you."*
		   o Show RESPECT to yourself, others and property
		   o Be ready to learn
		   o Use an appropriate voice for the space where you are
		   o Follow instructions first time
		   o Move around the school sensibly
		✓ Use the rules set out in the 'Online Safety Acceptable Use Policy'
		✓ Remember that I represent my school both at school and outside.

Signed:……………………….. Date:……………	Signed:……………………….. Date:……………	Signed:……………………….. Date:……………

'What you are is God's gift to you, what you become is your gift to God'

Behaviour Zones

My behaviour is Exceptional

Examples: Consistent very good behaviour, work or manners; completing tasks to the best of ability; a role model to others; demonstrating a real improvement due to perseverance/resilience (praising of the process); extra work to support learning completed at home; helping others who are struggling.

My behaviour is Very Good

Examples: Consistent good behaviour, work or manners; thirst for learning/wanting challenge; can be trusted to do their best; helping others without prompting; peacemakers; role model to the class e.g. uniform, manners, living our school values; WAGOLL!

My behaviour is Expected

GOOD Behaviour, GOOD Manners and GOOD Work

My behaviour needs improving

Examples: Chatting; calling out; distracting others; lack of self-organization; lack of independence; not showing appropriate manners/respect; not completing work to an acceptable standard; running in the corridor or not moving around school safely; not listening to or responding to the Year 6 monitors; uniform not tidy; taking too long to settle; not following instructions; unacceptable noise level.

My behaviour is Inappropriate

Examples: back chat; disrespecting adults/children; 'falling out' or 'fooling about' in class when they should be working; refusal to complete work; **persistent** calling out/talking/distracting others; taking other children's equipment or property; refusal to comply with instructions.

My behaviour is Unacceptable

Examples: Swearing; fighting; leaving the room without permission; racism; bullying; aggression; vandalism – the deliberate misuse/breaking of equipment; stealing; throwing resources; spitting; lying.

Please note: the number of behaviour zones may vary by age-range/setting and the examples are not exhaustive!

RESTORATIVE APPROACHES

"Restorative approach or justice is a philosophy and ought to guide the way we act in all our dealings"

"Restorative justice and restorative approaches focus on harm and actively seek ways of repairing that harm"

"They help create dialogue and communication"

"They are fair, open, honest; treating all participants with respect"

"Within a safe environment they will allow all participants to engage, learn and gain a shared understanding"

"This should lead to accepting responsibility, reparation, reintegration, restoration, behavioural and cultural change"

During a restorative conference the focus will be on asking relational questions:

Restorative Questions 1: to the person who has caused the harm

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?

Restorative Questions 2: to the person who has been harmed

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- What has been the hardest thing for you?
- What do you think needs to be done to make things better / right / to help you move on?

What to do when dealing with a behaviour incident...

- The first person dealing with an incident will become the 'caseworker' responsible for ensuring that all stages in the procedure are followed.
- You will become the 'caseworker' when you provide the initial intervention
   o If you are impartial or have not seen the incident, you will facilitate the restorative chat. If you have seen the incident, or are not impartial, delegate the restorative approach to another member of staff.
   o You will make sure that you communicate the issue to relevant staff members especially the class teacher, if deemed serious enough then relevant details should be reported to a member of the SLT and advice sought on whether parents should be informed.

Sanctions and Consequences are still a key part of the Restorative Approach as children need to understand the 'Cause and Effect' nature of their behaviour. The sanction should relate (if at all possible) to the misdemeanor committed.

Example of a Graduated Approach to Negative Behaviours linked to SEMH

Initial Cycle

This cycle assumes that strategies such as those outlined in the Behaviour Policy including additional parental meetings have been used with little impact and that incidents are escalating.

Assess	• Classroom observations, behaviour logs to identify patterns • Identify any gaps in learning which may need standardised assessments • How does the learner learn? • Consider other factors such as health, family background, safeguarding risks
Plan	• Planning involves staff, pupil, parents as appropriate • Use assessment results to identify the resources required • Set appropriately challenging SMART targets based on any learning needs and SEMH needs • Set a review date
Do	• Consider small group support, linking to assessment results. For example, 'Socially Speaking', understanding and controlling emotions activities, self esteem work, nurture/peer support as appropriate • Ensure class teacher is aware of strategies to use and developed within the group work as appropriate
Review	• Evaluate impact of interventions on progress and behaviour • Consider seeking advice from other agencies if no progress

Additional cycle

Assess	• Consider previous assessments and current progress. Are there any additional assessments needed? • Consider additional external diagnostic assessments such as EP, SALT • Are there any social issues needing a CAF? Emotional or health issues needing medical input?
Plan	• Plan how to implement the recommendations and strategies from external service reports • Ensure that gaps in learning are addressed • Ensure support is deployed as appropriate • Ensure staff are clear of the plan and manage behaviour consistently • Set appropriately challenging SMART targets based on any learning needs and SEMH needs • Set a review date
Do	• Small group and individualised interventions which may include individual counselling
Review	• Evaluate impact of interventions on progress and behaviour • Consider seeking advice from other agencies especially the SENDO if no progress • Consider the use of an intervention placement or managed move if there has been no progress • If there has been some progress an additional cycle of assess/plan/do/ review should be used

Further cycle

Assess	• Consider previous assessments and current progress. Are there any additional assessments needed to identify any unmet needs? • Consider any further external diagnostic assessments such as EP, SALT, SEMH support • These may be undertaken in another setting e.g. an intervention placement or there maybe another on or off site alternative provision offered at this point (e.g. some time out of class) • Are there any other agencies needing to be involved?
Plan	• Plan how to implement the recommendations and strategies from external service reports • Ensure that gaps in learning are addressed • Ensure support is deployed as appropriate • Ensure staff are clear of the plan and manage behaviour consistently • Set appropriately challenging SMART targets based on any learning need sand SEMH needs • Set a review date
Do	• Small group and individualised interventions which may include individual counselling • Small group teaching
Review	• Evaluate impact of interventions on progress and behaviour If no progress gather evidence for a EHC referral • If there has been some progress an additional cycle of assess/plan/do/ review should be used

It is not the intention that this is a 'one size fits all' approach, it will depend on the child and the circumstances.