

	<u>Appley Bridge All Saints'</u> <u>Primary Academy</u>	<i>'In God's hands, we place ourselves and with the strength He gives us, we love, live and learn together.'</i> <i>"We can do all things through Christ who strengthens us"</i>  <i>Philippians 4:13</i>
	<p style="text-align: center;"><b>Behaviour Management Policy</b></p>	

## **1. Statement of Principles**

Attitudes and behaviour underpin all aspects and purposes of the school. A positive ethos is essential to progression and achievement. This policy intends to promote good behaviour rather than deter anti social behaviour. All staff seek to encourage and reinforce appropriate behaviour so that unacceptable and unreasonable behaviour is prevented wherever possible.

This whole school policy is based on the following broad principles:

- ✓ There should be consistency and continuity between all staff and all staff should be involved in the whole school management of behaviour.
- ✓ There should be very few school rules and these should be accessible for all pupils.
- ✓ A standard of behaviour developed in the classroom should be observable in the independent situations beyond the classroom.

## **2. Context**

At All Saints' CE Primary Academy, we aim to provide a safe and secure Christian environment based on Gospel values.

We treat every member of the school community fairly and well so that everyone feels valued and respected.

We teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills. The values and attitudes naturally stem from "providing a Christian environment for all its members" and will be promoted and shared by the whole school community

Our three core values are love, hope and faith.

We also promote the Church of England's values of wisdom, hope and dignity, and community.

Other values we promote include the British Values of respect, tolerance, individual liberty, rule of law and democracy.

Links should also be made to a range of other school policies, including anti-bullying, health and safety, safeguarding, teaching and learning and attendance.

A range of strategies are employed to prevent bullying, including a zero tolerance approach at playtimes, a week long focus during the annual, national anti-bullying week and regular PSHE lessons for all year groups. All reported incidents of bullying are taken seriously, fully investigated and recorded on CPOMS. Incidents are reported regularly to Governors.

### **3. School Rules**

Classroom rules are of a positive nature and should be positively reinforced regularly.

There are few classroom rules and they should preferably be thought of as "routines".

At the beginning of the year the class will agree a "code of conduct".

Rules should be clear, simple and consistent between all staff.

Good behaviour should be praised and rewarded.

Teachers should be consistent and provide a good role model by adhering to the rules themselves.

Senior management should be used for positive encouragement more than sanctions.

Worship – children and staff must enter and leave without talking. Children should be encouraged to take part but be respectful if they don't feel comfortable.

Lunchtime – KS1 children must be taken to the hall quietly, KS2 children must be sent outside or to the hall in an orderly manner. Children should remain seated whilst eating and walk when leaving the hall.

Movement – all children must walk inside the building being mindful of classes or staff who are working.

Manners – insist on good manners at all times and reward those who set a good example.

### **4. Behaviour strategies and the teaching of good behaviour**

Staff should employ a range of strategies before using sanctions. Primarily, positive behaviour should be reinforced and unwanted behaviour ignored whilst it remains low-level and not disruptive to other children.

Confrontation with pupils should be avoided wherever possible; however, unacceptable behaviour should not be ignored.

Children must not be humiliated in order to set an example.

Staff should try to diffuse situations wherever possible.

Children should be spoken to in a respectful manner.

Staff should not undermine other staff.

Staff should remember that they are role models around school.  
Teachers should be sensitive to the child's "home factors" e.g. arriving late.  
Staff should use different strategies for different situations.  
Children should be given a chance to explain.

## **5. Roles and Responsibilities**

The governing board is responsible for setting out general principles that inform this policy. This includes a responsibility under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The headteacher is responsible for developing this policy, including the rewards and sanctions. It will be available on the school website.

The staff are responsible for ensuring this policy is followed and taking appropriate action in response to poor behaviour.

Parents have a role in making sure their child is well behaved at school and should take responsibility for their child in the case of an exclusion and subsequent reintegration.

## **6. Rewards**

Aim: to encourage positive attitudes to work, high standards, good manners and behaviour and a sense of responsibility.

It is expected that all staff use smiles, kind words, etc. to constantly encourage and reinforce expected behaviours. Staff may also choose to use stamps, stickers etc.

### *House Points/Dojo Points*

Each child is in one of 4 houses for their time in school.

Points should be awarded for good work or behaviour and should not be taken away once given.

ALL staff may award house points.

As a guide, 1 house point should be given frequently to reinforce expectations, 2 for impressive work or behaviour and 3 for outstanding work or behaviour.

Each class must keep a record of points achieved and weekly totals for each house should be sent to the office by the end of Thursday using the chart provided.

The winning house for the week will be announced in Celebration Assembly. The winning house for each full term will be awarded a trophy which will be displayed in the entrance hall showing their coloured ribbons. Running totals are displayed in the hall, kept up to date by Y6 House Captains.

### *Star of the Week*

One or two certificates are awarded to each class each week. The nominated children's names, with reasons, should be sent to the office on the sheet with the house point totals. Good work may be taken to the Celebration Assembly

if appropriate. The children's names are put into the newsletter for our families to see.

The certificate presented in Assembly is to go home with the child the same day or the same week if the class chooses to display it.

Children can be sent to the Headteacher at any time with a piece of work that has a "wow" factor! The piece of work will be discussed with the child and if appropriate a comment will be recorded on the work or a sticker given.

## **7.Sanctions**

Behaviour in our school is outstanding. We have good systems in place for children both in and out of the classroom. However, there are times when children do not always make the right choice.

In such cases, we use the following sanctions:

Eye contact

Verbal warning

Move to another seat

Loss of privileges (eg break time with staff supervising their own children)

Time out of class using the agreed protocol, i.e. sent for a few minutes to the next class on first and second incident and to the Headteacher on third incident.

The Headteacher may contact parents or add child's name to the Serious Incident Book, as appropriate.

In rare but possible circumstances, Lancashire's Exclusion Procedure may be followed.

Class teachers must record incidents more significant than general classroom interruptions on CPOMs.

Should a child be sent to another class or the Headteacher, this must be recorded on CPOMs

Should a child suddenly display unusual patterns of behaviour or the number of incidents increase, class teachers should talk to the SENCo for advice and possibly introduce an Individual Behaviour Plan. Information must be added to CPOMs at this stage.

For incidents on the playground at break or lunchtimes, a child should be sent in to the staffroom where a duty member of staff will give them a Values sheet to reflect on what happened. There is a 'zero tolerance' approach to outdoor play and all staff must follow this procedure.

In the event of a pupil making accusations against school staff, the 'Managing Allegations Procedure' will be followed.

In the event of misbehaviour by a pupil when outside of the school gates, there is a possibility that the school can issue sanctions, subject to conditions stated in the DfE guidance document, 'Behaviour and Discipline in schools'.

## **8. Exclusions**

The Headteacher is able to exclude a pupil for a fixed term or permanently having taken account of the available evidence and the need to balance the interests of the pupils against those of the whole school community. In such a case, a parent has the right to make representations to the governing board and it will be reviewed.

## **9. Confiscation of inappropriate items**

A member of staff is able to confiscate a pupil's property as a punishment. In such cases, the item will be returned to the pupil or parents at the end of the day. Such items may include a mobile phone, computer game etc. Staff also have the power to search without consent for 'prohibited items' including knives and weapons, stolen items etc. Some of these items would be handed to the Police, others returned or disposed of as appropriate.

## **10. Power to use reasonable force**

Schools do not have a 'no contact' policy and there may be times when force is essential. Force would only ever be used to either control or restrain, not as a punishment.

Reasonable force, that is using no more force than is needed, may be used in the following circumstances:

if two pupils were fighting and needed to be physically separated

if a pupil may hurt themselves or others

if a pupil may damage property

if a disruptive pupil needs to be removed from the classroom and has refused an instruction to do so.

## **11. Pupil support systems**

In the event that a pupil's behaviour is causing concern and the usual sanctions have failed to bring about a change in behaviour, the SENCo and headteacher would consider whether external support is necessary. With the parents, a planned intervention programme may be planned to support the pupil.

## **12. School support systems**

The vast majority of the staff are very experienced and support each other should children present with challenging behaviour. Through a variety of opportunities, including annual appraisals, all staff have informal and formal opportunities to request further support or training. In addition, Inset and staff meetings are used when required to revisit the behaviour policy and appropriate strategies.

In the event of a member of staff being accused of misusing their powers, the correct procedures are followed, including seeking advice from the Local Authority Designated Officer (LADO).

### **13. Consultation, monitoring and evaluation**

The Governing board reviews this policy annually or when the government introduces new regulations or the governing board receives recommendations on how the policy might be improved.

### **14. Complaints procedure**

The Complaints Policy can be found on the school website, under 'Policies'.

Mrs Janet Dunn

Headteacher

Date: September 2025

Review Date; September 2027