Behaviour Policy

Endeavour Learning Trust

October 2023

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Throughout this document we have used the term 'families' to refer to our pupils' parents, carers or those that hold parental responsibility (PR)', including the Corporate Parent for those to whom that applies.

Behaviour Policy

1. Statement of Intent

Endeavour Learning Trust believes that all members of our communities have the right to a safe and positive educational environment where they can learn and thrive. Every member of our Trust has a responsibility to demonstrate behaviour which will facilitates this. Endeavour Learning Trust is committed to:

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting self-esteem, self-regulation, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Encouraging positive relationships with families as partners in their child's education.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour and seek to establish any underlying cause.

The Trust acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and supports each school to address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), all of our schools will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are supported to develop resilience.

All our schools will ensure:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – schools proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Endeavour Learning Trust acknowledges the impact that adversity, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006

- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between pupils in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping pupils safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following Trust and school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- Anti-bullying Policy
- School Uniform and Appearance Policy
- Supporting Pupils with Medical Conditions Policy
- Suspensions and Exclusions Policy

3. Roles and responsibilities

The board of trustees will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006 and Behaviour In School Advice (DFE) July 2022. published on the school website.

The Headteacher, with the support of the Executive Team will be responsible for:

- Establishing a culture of positive behaviour of all stakeholders.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Board of Trustees on the implementation of this policy.

Teaching staff will be responsible for:

- Address all incidents of behaviour in line with this policy.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- All students have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the academy or wider academy community
- Reporting any unacceptable behaviour to a member of staff.
- Being open and willing to develop positive relationships with each other and the adults there to support them.

Families will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child’s behaviour.

4. Definitions

For the purposes of this policy, The Trust defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Sexual harassment/violence –** unwanted conduct of a sexual nature or sexual assault
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the Trust defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of themselves or other pupils. "Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

5. Managing behaviour

Endeavour Learning Trust believes in working preventatively, embedding clear and consistent rules and routines, clear rewards and sanctions, communication with families and planned interventions, including support from external agencies to help all pupils in understanding and developing appropriate behaviour.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Incidents of behaviour will be recorded using the Trust's systems to help identify pupils whose behaviour may indicate unidentified underlying causes. All staff will be alert to changes in a pupil's behaviour that could indicate they are in need of help or protection.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

For discipline to be lawful, all schools will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

A pupil's behaviour online and via media (e.g. by text message or phone call), including outside of school hours, will be considered within our policies whenever that behaviour could impact on members of our Trust communities or the reputation of the school/ Trust itself.

All known and suspected criminal behaviour will be reported to the police without delay. Staff will refer to the NPCC guidance 'When to Call the Police: Guidance for Schools and Colleges'.

6. Rewards and sanctions

Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all stakeholders, but particularly the pupils themselves. Rewards and positive reinforcement should be applied clearly and fairly to enforce routines, expectations and the norms of each school's culture and ethos.

When a pupil disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions should not be considered in opposition to rewards, but rather as two complementary strands of intervention that reinforce the school's positive behaviour culture.

It is the responsibility of each individual school to set out a clear system of possible behaviour rewards and sanctions, in line with guidance and this policy, communicate it to all staff, pupils and families, and ensure that it is upheld on a day to day basis.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered.

7. Removal from classrooms and isolation

Removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption and to enable pupils who have been removed to continue to be educated in a managed environment. Removal from the classroom will

only be used once classroom behaviour strategies have been attempted or if the behaviour is extreme enough to warrant immediate removal.

All of our schools have the authority to use supervised isolation rooms as a disciplinary sanction and often as a way of avoiding suspension. All schools will ensure that time spent in any such room is used as constructively as possible, that there is continuation of education, and that pupils are allowed to eat, drink and use the toilet.

In all schools where isolation spaces are in use, the Headteacher must make it clear to families that this form of sanction may be used, ensure an appropriately located and resourced space for it to take place, ensure appropriately trained and knowledgeable staff are in place to supervise, and that data and trends are analysed to inform whole academy and targeted preventative work.

It may be that a pupil needs to be removed from the classroom to an isolation space for the immediate, continued education of both the student and their peers, but each case then should be subject to the following considerations:

- The sanction is proportionate to the situation and any special circumstances, such as SEND or having an allocated social worker, have been taken into account:
- Consideration of any underlying factors which may require further assessment
- Analysis of any patterns of behaviour that may be indicative of a need for support
- The student is supported to reflect on their behaviour and identify positive ways forward
- That any statutory plans that are in place (Child Protection or Child in Need Plan, or Personal Education Plan for Pupils Looked After by the local authority) have been reviewed, the allocated Social Worker and where appropriate, Virtual Headteacher are informed.
- There is a clear reintegration plan with appropriate support in place to facilitate success.
- Removal spaces such as these should be distinguished from the use of separation spaces used for non-disciplinary reasons, for example sensory rooms or nurture provisions.

8. Detentions

DfE guidance defines a detention as '… a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.'

In our Trust, detentions and the specifics of their use will be individual to each school

In all cases, a detention incorporates the following:

• an element of restoration, guidance and / or support as relevant to the situation

• if taking place at lunch or break, sufficient time to eat, drink and use the toilet

• if taking place out of school hours, consideration of any impact on the student's safety and wellbeing:

• travelling to / from the academy safely

• known caring responsibilities in the home

• conflict with medical appointments, including mental health appointments

• if the arrangement is in any way likely to put the student at increased risk of harm

Use of detention outside of the normal school day is lawful if safety considerations have been made the student is under 18, the Headteacher has clearly communicated to families that this form of sanction may be used, and it is on one of the following days:

• any school day on which the student does not have permission to be absent

• weekends during term time (not including a weekend that directly precedes or follows a school holiday)

• non-teaching days i.e. training days, but not public holidays; the day preceding the first day of term; during a half term; or after the last school day of the term

9. Mobile phones

All our schools prohibit the use of mobile phones during school hours, unless they are required for an identified purpose, e.g. needed for a medical condition or to provide information to staff in relation to online incidents.

Pupils who bring mobile phones to school for use whilst travelling to and from school must ensure they are switched off and stored safely and securely during school hours.

10. Prohibited items, searching pupils and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
- to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in The School Regulations 2012
- tobacco and cigarette papers
- fireworks
- pornographic images

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes/vapes
- Electronic devices – including where there are concerns over digital content
- Lighters

Being in possession of a prohibited item may mean that the pupil is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority Children's Social Care services.

All searches must be carried out by at least two members of staff, of the same gender as the pupil being searched, and with the prior knowledge and agreement of the Senior Leadership Team. Searches will be recorded using school's recording systems.

Parents should always be informed of any search for a prohibited item listed in this policy that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

11. Child on child sexual abuse/violence

The Trust does not tolerate any form of abuse, including all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

Whilst not intending to be an exhaustive list, sexual abuse, harassment and violence includes:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

All schools will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where a report is made of child on child sexual abuse, harassment or violence, the child making the report will be reassured and taken seriously.

All reports of child on child sexual abuse must be immediately shared with the Designated Safeguarding Lead for the school. The reporting staff member must make sure the DSL is aware of the incident, and the information shared verbally in the first instance. Reports will be recorded and logged using the school's electronic safeguarding recording system.

Each report will be addressed on a case-by-case basis with the DSL considering all information available, seeking advice from the Trust's Head of Safeguarding and Welfare, the Local Authority School Safeguarding Service or police, where required, and consulting AIM Checklists (aimproject.org) to help assess the level of behaviour in line with pupils's stages of development.

The DSL will decide on an appropriate course of action. This will be one of the four options below:

1. Manage internally. In some cases of sexual harassment, for example, one-off incidents, school may decide that it would be appropriate to handle the incident internally, perhaps through utilising sanctions outlined in this behaviour policy and by providing pastoral support.
2. Early Help. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence.
3. Referrals to local authority pupils' social care. Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to local authority pupils's social care.
4. Reporting to the police. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains.

All schools will not wait for the outcome (or even the start) of a local authority Children's Social Care investigation before implementing appropriate measures to protect the child that may have been harmed and the child who may have harmed. Immediate actions/sanctions will be implemented when an incident is reported. This will allow schools to gather information to be able to inform any necessary further actions and sanctions. All schools will ensure that there are appropriate risk management plans in place.

Immediate actions might include the following, but not exclusively:

- Removal from circulation to an internal learning space away to ensure the pupil who may have harmed is appropriately supervised and supported whilst further investigation takes place.
- Internal exclusion
- Fixed Term Exclusion

Decision on the course of action may change once full information is obtained and on advice from external agencies, where they are involved.

All schools will provide ongoing support for the child who has been harmed and the child who has harmed through discussion with the pupils, families and any external agencies involved, where requested and deemed to be appropriate.

12. Reasonable force

Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from significantly damaging property, or from causing disorder.

All our schools will comply with the law and guidance on Use of Reasonable Force in Schools (2013).

13. Suspension and permanent exclusion

All our schools work tremendously hard to avoid suspension and permanent exclusion but, at times, it can be necessary to address a more serious behaviour matter when considering the safety of the school community. All our schools will comply with the law and communicate with families as clearly as possible.

14. . APPENDIX: SCHOOL PROCEDURES

Churchtown Primary School Rewards and Behaviour Guidance 2023-24

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Contents:

1. Our Behaviour Rewards and Exclusion Guidance Aims
2. Rewards
3. Standards & Expectations
4. The Classroom
5. Outside the Classroom
6. Detentions
7. Escalations and Interventions beyond the classroom

1. Our Behaviour, Rewards and Exclusions Guidance Aims

The purpose of the Behaviour, Rewards and Exclusions Policy is to:

- Reward and recognise pupils who demonstrate the expected behavioural standards
- Promote self-discipline and a proper regard for authority amongst students
- Encourage good behaviour and respect for others and to prevent all forms of bullying between students
- Secure that the standard of behaviour is acceptable

In addition, the Behaviour and Exclusions Guidance seeks to:

- Ensure that the standards are consistently and fairly applied
- Define the standards of behaviour the school expects
- Ensure that sanctions are proportionate to the offence and enable students to make reparation where possible.

2. Rewards

We aim to create the conditions in which children are supported to become the best they can be whilst feeling valued in doing this. To this end these guidelines have been developed to;

- Encourage and acknowledge consistently positive engagement in learning across the curriculum;
- Acknowledge good attendance;
- Acknowledge the positive contributions and/or impact made by children both in and outside of the classroom;
- Acknowledge children who make a special contribution to school events or aspects of school life;
- Ensure that rewards are consistently and fairly applied;
- Develop a sense of community and acknowledge individual, class or house achievements;
- Develop a positive culture and ethos built around our school values of Respect for all, Love of Learning, Friendship & Family, Fun & Happiness, Skills for Life, Growth & Development and Courage.

2a. Receiving Individual Rewards

To ensure the success of these guidelines, Churchtown Primary School seeks to build a partnership between the school and parents/carers. Parents and carers are regularly informed of their child's successes through the rewards system in school (postcards home).

At various stages throughout the year, children may receive individual rewards for a wider variety of reasons. These include:

	Defined as:
Praise Assembly	• Achievable at various stages throughout the year. • These are the rewards that are given for consistent good behaviour, shown by always following the Churchtown Values and Expectations.

'Reach for the Stars'	• It is a sequential system of Bronze, Silver and Gold stars (including Gold 2 and beyond) that are awarded for individual achievements within the school either through their work or behaviour. We follow a personalised approach for rewarding the children to allow us to recognise and appreciate our children's individual strengths. • Bronze – 50 Points Silver – 100 Points Gold – 175 Points Gold 2 – 300 points • Record on SIMS when achieve Bronze, silver, gold, gold 2 • Children can gain additional points through reading 3 times a week at home, completing homework to a high standard and special recognition for playing in teams and representing the school
Positive Attendance	• Achievable at the end of each term. • Children are recognised for having positive and excellent attendance (100%).
School Values Awards	• Achievable at the end of each half term. Each half-term the focus switches to include a different focus • Teachers nominate children each half term for the value • Names are shared on the school newsletter and in assembly • A child is chosen from the nominations from each year group as the winner and they receive a prize as a reward • This is about showing consistency in the value each half term • Teachers will monitor this to ensure a fair spread of children are rewarded
Visiting the Headteacher	• Achievable at various stages throughout the year. For example, producing a high-quality piece of work.

• 2b. Achieving Class Points

Every child has the opportunity to regularly earn additional class points/dojos in recognition of their contributions, effort, achievements and progress. These points should be consistently and fairly awarded.

	Defined as:
Contribution to the lesson	Children who contribute to the learning within the classroom
Progress	Children who push themselves to produce work that shows the skills and knowledge acquired through their learning.
Leading Others	A group leader, reading ambassador or playground leader, for example.
Classwork	Classwork is completed at a level above what may ordinarily be expected for that child.
Homework	Homework that has been completed and shows care, commitment and pride.
Vocabulary/Oracy	Children use a wider range of subject specific vocabulary within the lesson than they have previously and/or new vocabulary that has recently been taught
Intervention Programmes	Children who have shown commitment, reslience and or progress within their intervention programmes.
Extra-Curricular	Attending any extra-curricular event either at lunch time or after school.
School Values	This could be for displaying good manners, looking after fellow children, or supporting with events or visitors etc

2c. End of Year Rewards

Churchtown Value Awards

- Achievable at the end of the school year
- Nominations completed by class teachers to acknowledge children who have consistently demonstrated all the school values.
- Awarded in end of year assembly with parents invited as appropriate depending on numbers.

Year 6 'End of Year Awards'

Each year, to recognise the hard work of our Year 6 pupils, we plan a range of exciting events (e.g. cinema/bowling trips, Y6 Festival, Year 6 production etc.)

- For pupils to be able to participate in any planned events, it is important that all Year 6 pupils continue to demonstrate behaviour that meets our expectations and values outlined in this guidance.
- Should specific pupils continue to display behaviour that does not meet Churchtown expectation and values, these incidents will be logged.
- If 3 incidents have been logged for a pupil, they may not be able to participate in specific Year 6 events.
- Parents/guardians will be contacted prior to the log and next steps discussed to support pupils.

2d. Receiving Buddy Assembly Rewards

Each Friday the children have Praise Assembly. There is one class from each year group represented in each assembly. They are either the blue, green, yellow or red assembly group. The children gain points in assemblies for their behaviour and contribution. At the end of the school year the points are totalled for each buddy assembly and are used to reward the top achieving team across the school.

2e. Celebrating Success

At the end of each half-term, the school will hold a rewards assembly to recognise and celebrate the successes of individuals, classes, values champions and assembly groups.

2f. Sporadic Praise

These can be used to celebrate and acknowledge individual success and achievement and should be issued via the
Individual member of staff. For example. Messages through phone calls, conversations with parents' home or reward stickers issued directly to the child.

3. Standards and Expectations

3a. Expectations

The principles and expectations are encapsulated by our overarching value of 'Respect for All' that is known and understood by the whole community.

- Respect Yourself
- Respect Others
- Respect each others individual needs
- Respect Our School and Our World

The observable behaviours that support our respect value have been translated into school expectations, negotiated with and understood by all pupils, clearly displayed in all classrooms, consistently, insistently and persistently applied for every pupil, every session, every term.

Churchtown Expectations

Walk all the way in school, every day
Kind hands, kind feet, kind mouths
Always be honest, kind and fair.
Always be good and willing to share.
Single file, left hand side.
Treat others the way you want to be treated.
Find a bin and pop it in.
We take care of each other, our school and our world.
Be curious and ask why, it can make you smarter if you try.
Be prepared and ready for the day ahead.

3b. Standards

	We expect	Actions required
Punctuality to school	Children to be in school by 8.50am before the gates close.	1. Monitored by the attendance officer and escalated by contact with parents.
Uniform & Appearance	Children to wear the correct uniform appropriately and have the correct appearance. https://www.churchtown.org.uk/about-us/school-uniform	1. Appropriately discuss with the child 2. Complete uniform letter and hand to the PBM 3. For issues that need further attention & can't be immediately rectified, contact Reset and ask for the child to be collected 4. Uniform issue to be rectified in Reset. 5. Reset may loan items to children and/or contact parents for an issue to be addressed promptly in line with policy and record on CPOMS. 6. Communication with parents around uniform exceptions, support signposted where required.
PE Kit	Full PE kit is expected for every lesson. This includes: ▪ White t-shirt or polo shirt ▪ Navy/black shorts	1. Appropriately discuss with the child 2. Complete uniform letter and hand to the PBM if the child is wearing incorrect PE kit.

	▪ Plain navy/black joggers/tracksuit bottoms. ▪ Plain navy/black tracksuit top ▪ Pumps or trainers appropriate for sporting activity with a fastening the child can manage themselves.	3. For issues that need further attention & can't be immediately rectified, contact Reset and ask for a child to be collected 4. Uniform issue to be rectified in Reset. 5. Reset may loan items to children. 6. Class teacher to contact parents for an issue to be addressed promptly in line with policy and record on CPOMS.
Bag & Equipment	Every child should have a coat, school bag, a water bottle and a reading record in school with them on a daily basis.	1. Reset contact parents for an issue to be addressed promptly.
Mobile phones & Digital Devices	Digital equipment and devices that can access the internet including phones/watches/games consoles etc. are to be left at home. Y4, Y5 & Y6 can bring in phones but they must hand them into the class teacher when they arrive in school. They are to be securely stored in a locked cupboard. A consent letter must be provided in order to bring in phones	1. Confiscate items on sight, check general condition then keep safe and hand to school office clearly labelled. 2. Office to record confiscation on CPOMS 3. Repeat incidents may lead to parents being contacted by class teacher/PBM and items being handed in and collected on a daily basis with escalation of sanctions from PBM.
Food & Drink	Eating and drinking is allowed in lessons when it forms part of organised learning or other activity. Water is permitted if it is in an appropriate bottle and appropriate setting (i.e. not in a computer room) Energy or fizzy drinks and/or excessive confectionery are not to be brought into school. We encourage all children to consider others and bring nut free products into school.	1. Items to be confiscated and returned to parent/carer. 2. Refer to Reset and parents to be contacted by PBM. 3. If inappropriate food and drink is confiscated more than once, or the amount is a concern then parents may need to brought into school to discuss the issue.
Out of Bounds/Site	All children to stay within the permitted areas at any time unless permission has been given by a member of staff.	1. If out of bounds, remind the child of areas they cannot go. 2. Issue sanctions as appropriate (e.g. take in to Reset or a detention) 3. Record on CPOMS. 4. Parents to be informed.
Movement around school	Children are to move around school walking on the left, in single file and quietly, demonstrating respect for others. For transitions at break times a whistle signals for children to stop and a second whistle signals for them to line up in class lines. Class lines should have an order agreed by the class teacher (usually alphabetical order as per the fire drill)	1. If a child or a group of children do not move around in an appropriate manner stop them and explain expectations. 2. Direct them to demontsrate the expectation. 3. Issue sanctions as appropriate (e.g. movement on the enagement gauge, time in Reset or a detention) 4. Record on CPOMS. Parents to be informed. 5. Staff to model and routinely praise children when the expectations are met.

	Assembly entrance and exit should be overseen by a member of staff. Children should sit in an order assigned by the class teacher. Entering/exiting in a single line, without talking.	Movement around school/transitions should be practiced especially for younger children and when 'reboots' are required.

4. The Classroom

We are all responsible for the standards and behaviour in our school; a teacher and other supporting adults are responsible for creating a positive climate for learning in a classroom. We aim to have simple rules and expectations which are communicated consistently and fairly applied. There is a predictability about our work because we establish routines, share information and repeatedly give signals about transitions. As a staff team, we will explicitly teach the behaviours we expect so that everyone has the best opportunity to succeed – children should not need to guess our expectations. This will ensure that all of children have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Our aim is for our children to be engaged in the learning process. Supportive measures and reasonable adjustments should be made for children with additional needs as suggested by the SENDCo and especially the child's Targeted Learning Plan/Pastoral Support Plan.

In order to achieve the behaviours and attitudes we expect, we will:

- Explicitly teach these at whole school level
- Model behaviours as the norm (social behaviours or learning behaviours)
- See the opportunity to 'reboot' as a normal part of school life that reinforces our commitment to our standards.

We expect to see our values in action:

Respect for All	Wearing a smile and greeting people. Positive body language for learning. Using kind words and actions. Following specific instructions quickly.
Love of Learning	Supporting others with their learning. On task and engaged in learning. Producing work of a high standard. Demonstrating resilience in learning.
Friendship & Family	Showing an appreciation of others. Accepting differences. Sharing items. Using good manners. One person talking, everyone listening.
Fun & Happiness	Nurturing positivity and happiness.
Skills for Life	Welcoming adults when they address a class or an assembly. 'Good Morning Mr Smith, good morning everyone.' Working with others. Helping others. Being a good role model for others in school.
Growth & Development	We will work hard. Encourage resilience. Understanding our next steps and how to improve. Cooperate with others
Courage	Encourage to show resilience, determination and courage. I will try again tomorrow. Not giving up.

We will reteach, encourage, praise and reinforce the behaviours when things are going well; everyone is more receptive and will listen to correction in moments of calm. As adults we must establish, observe, celebrate and narrate the positive (rather than seeking the negative). In doing so, we flood our children with the social norms that are acceptable in our classrooms, and thus we create the culture of our school, where learning can flourish.

For example:

Teacher Explanation or Direction	Related to a learning activity
Front-loaded expectations	'Answer this question by writing **on your whiteboards.**'
Specify the conditions in which you expect an activity to be completed	'This task should be completed **in silence**.' 'In a moment, I'll ask you to **stand** in order to discuss this question with your partner.'
Praise those who are doing the right thing	'Thank you to those of you whose pens are down and are ready to listen to my next explanation.'
Check for understanding	'Niamh, please summarise the explanation for the class.'
Celebrate mistakes/misconceptions when they arise	'I'm really pleased you've made that mistake, Tom! Let's see if we can dig into that a bit further and correct that…'
Specify the time limit pupils have to complete a piece of work	'It is 11.45, you have five minutes, 11.50 to compose your ideas before we share. Go!'
Be seen looking – observe	Be a vigilant presence around the room, especially the perimeter for maximum line of sight. *'Watch the classroom at all times for rudeness, bullying, mocking or discrimination, and banish these things forever.'* Bennett, Tom. Running the Room: The Teacher's Guide to Behaviour (p. 75).
Narrate (and gesture) the positive	'Thank you, so far I can see ideas and there is evidence of use of the key vocabulary from the board.'
Constantly celebrate the values you want to inculcate.	'Fantastic, Lucy, I'm really glad to see you didn't give up and really tried your best to check all your spellings. Your aspiration will help you produce your best work.'
Anonymous individual correction	'Nearly everyone has a growing list of ideas, just over four minutes left.'
Private individual correction Eye contact/Non-verbal cues and gestures	Pen tap/gesture or 'Jack, explain the task to me.'

* Reference: Running the Room, Bennett T, 2020

Having employed a combination of the above strategies, if the teacher feels that the child is choosing not to correct their behaviour to meet the expectation despite individual encouragement, the school's behaviour ladder is used as a visual reinforcement of our expected behaviour. If the child moves to red on the gauge, they will be removed to Reset and the stages listed below will apply.

Classroom - Responsibility of the	**Yellow – Warning**	• Having given children an opportunity to engage with the activity in the room through a variety of strategies, children who are then clearly opting out and are actively not meeting behaviour expectations should have this brought to their attention – this is not a pre-warning - this is the warning. • Issue a warning and redirect the child indicating the behaviour that is desired. • The child must be fully aware that they have received and understood the formal warning.

		• Move the child's name onto yellow – stage 2 of ladder • Record incident on SIMS • If persistent yellow stage behaviours occur (3 times per week), class teacher will inform parents.
	Orange – YGL involvement & Detention	• If the same child resumes behaviour that is disruptive to the learning of themselves or others, then the member of staff should ring for the child to be removed to Reset. • In Reset, children will access intervention in order to address behaviours. • When deemed appropriate, the child will return to class. Any work the child may miss will be sent with them to Reset. • Pastoral team will inform parents about their removal.
	Red - Removal	• Child moves to red. • If appropriate the teacher should seek to discuss the removal with the child at an appropriate time after the removal so that the professional relationship between the teacher and the child is not adversely affected and a fresh start is given • On rare occasions, a removal may be issued without a warning due to the severity of the behaviour.
Following the Removal PBM/ Adult remover	**Follow-up**	• Once a child has been removed a conversation will take place with the child about why they have been removed by the person picking up. The child should be supported to complete reflection of their behaviours. • The aim of this initial intervention is to ensure that the child reflects and understands what they could have done differently to avoid being removed and to take ownership of their choice • Discussion will then take place regarding the work set to ensure the child understands what they need to do to achieve the learning outcome • The child will complete the work in Reset. • The child will stay in the Reset room until SLT deem appropriate. • When the child returns to class they return to green on the engagement gauge. • Parental contact by SLT and meeting arranged within 24 hours where possible. • Headteacher detention, internal exclusion or suspension will be issued as appropriate. • If a child receives two removals in a day they will continue to work in Reset and the Headteacher/SLT will decide if the child requires further support or an additional sanction.

Concern about child work

Where the teacher has concerns about the quantity and quality of a child's work within the lesson this is to be logged on CPOMS by the class teacher, with NO SANCTION in the first instance. Year group leaders are to have a conversation with the child about the lack of work and investigate the reasons behind it. Appropriate support to be put into place.

5. Outside the Classroom

Children who cause general disruption during unstructured times should have this behaviour brought to their attention. Sanctions for poor behaviour outside of the classroom will always be determined based upon the severity of the behaviour and the child's understanding of their actions. However, repeated poor behaviour may lead to an escalation through the sanctions process.

Examples of unacceptable behaviour that will lead to sanctions include:

- Accessing out of bounds areas
- Not following instructions or ignoring staff instructions
- General boisterous behaviour
- Play fighting/wrestling
- Hitting/kicking/throwing items
- Taking items/equipment from others
- Littering
- Throwing food
- Throwing or kicking bottles
- Spraying drinks
- Swearing
- Disruption within the toilets
- Damage to school property or to that of another child
- Uniform infringements

5a. Sanctions for inappropriate behaviour during unstructured times

Detentions

Break and/or lunch detentions may be issued for poor behaviour outside of the classroom when:

- A child has not responded to a warning from a member of staff. For example, if a child continues to be disruptive on corridors despite being clearly warned by a member of staff.
- A child has been deliberately disrespectful, ignored or been rude to e member of staff.

Loss of unstructured time

At the discretion of members of the pastoral team and SLT, it may be deemed appropriate for a child to 'lose' their unstructured time. In these instances, a member of staff is expected to clearly communicate with the child the reason for this decision and the time limit for this decision. The incident is to be recorded on SIMS and CPOMS and parents should also be informed.

6. Detentions

An overview of detentions is given below -

- Following a child reaching stage 3 on the behavior ladder during class time, a child will be removed to reset and carry out their detention at that time.
- Breech of school rules during unstructured times leads to a detention at lunchtime in reset (stage 3). This can be given by the class teachers, lead midday supervisor, pastoral support team or SLT**.**
- Detentions will last for an appropriate period of time decided by pastoral/SLT
- A record will be kept by the PST of children that have been given a detention.

Internal / Suspension (Section 14 above)

See ELT information on exclusions and suspensions

Breaktimes and Lunchtimes

We operate a system of 'time out' for any child breaching the break time / lunchtime rules. The school policy on behaviour is clear, we do not tolerate violence, racism, damage to school property, or rudeness towards staff/ignoring staff.

Should a child warrant 'time out' they will be sent/brought to the member of the Pastoral Support Team (breaktimes) or the Leadership Team (lunchtimes) on duty in the 'Reset Room'.

Type of detention	Time of Detention	Issued by
Removal Detention	Lunch	Pastoral team
Behaviour Detention	Break / Lunch	Pastoral team

7.Escalations and Interventions Beyond the Classroom

The chart below shows the standard escalation process. Please note that at any point dependent on the severity of the incident any stage may be bypassed. This decision will be made by the Pastoral Team Leader and/Key Stage Leader/or the Head Teacher.

Clear Warning ⬇	• Recorded in class by movement on the ladder • This may be bypassed depending on the severity of the behaviour
Removal to Reset ⬇	• Parents informed • Conversation with PBM/SLT • Reflection completed by child
Break, Lunchtime or Afterschool Detention ⬇	• Parent informed
Internal Exclusion	• Parent informed

	• Poor Behaviour on Internal Exclusion can result in an extension of the Internal Exclusion or movement to an Suspension
Suspension	• Parent informed • Meeting with Head Teacher and Pastoral Team Leader • Return to school after reintegration meeting on a Behaviour Plan.

• 7a. Use of data to inform interventions

The tracking of removals, detentions, lateness, internal and suspension is managed by the pastoral team. Ongoing discussions should take place at all levels to ensure that interventions are taking place.

• 7b. Escalations

Whist the standard escalation procedure captures most incidents we are well aware that all situations and children are different. In order to acknowledge this and ensure that we monitor all behaviour interventions, the following issues are monitored with the appropriate interventions. This is not an exclusive list.

Issue	Time Frame	Escalation / Intervention
One removal from class	Any day	Detention
Two removals from class	Within one day	Work in Reset (reviewed by SLT)
Pattern of removals	Regularly reviewed by the pastoral team and SLT. Headteacher, pastoral team and SENDCo review weekly.	Detention, parental discussions/meetings and additional interventions. Class teacher – Teaching and Learning strategies and interventions.
Poor behaviour in Internal Exclusion	At any point	Either a further Internal or an External Exclusion
Poor behaviour in detention	At any point	Either a further detention or an Internal Exclusion
Swearing at a member of staff	At any point	Removal to Reset. Reviewed by SLT to decide upon sanction.
Return from an Suspension	On return	All children will be on a Behaviour Support Plan

• 7c. Targeted Learning & Behaviour Support Plans

When children are placed on a targeted learning plan, appropriate targets are set and monitored on a termly cycle. Parents are informed of these targets. At the end of the cycle the outcome of the intervention is reviewed by staff with parents and the child.

• 7d. Restorative Conversations

After any behaviour incidents children will be spoken to by the appropriate member of the Pastoral or Senior Leadership team and a restorative conversation may be held with either staff or other

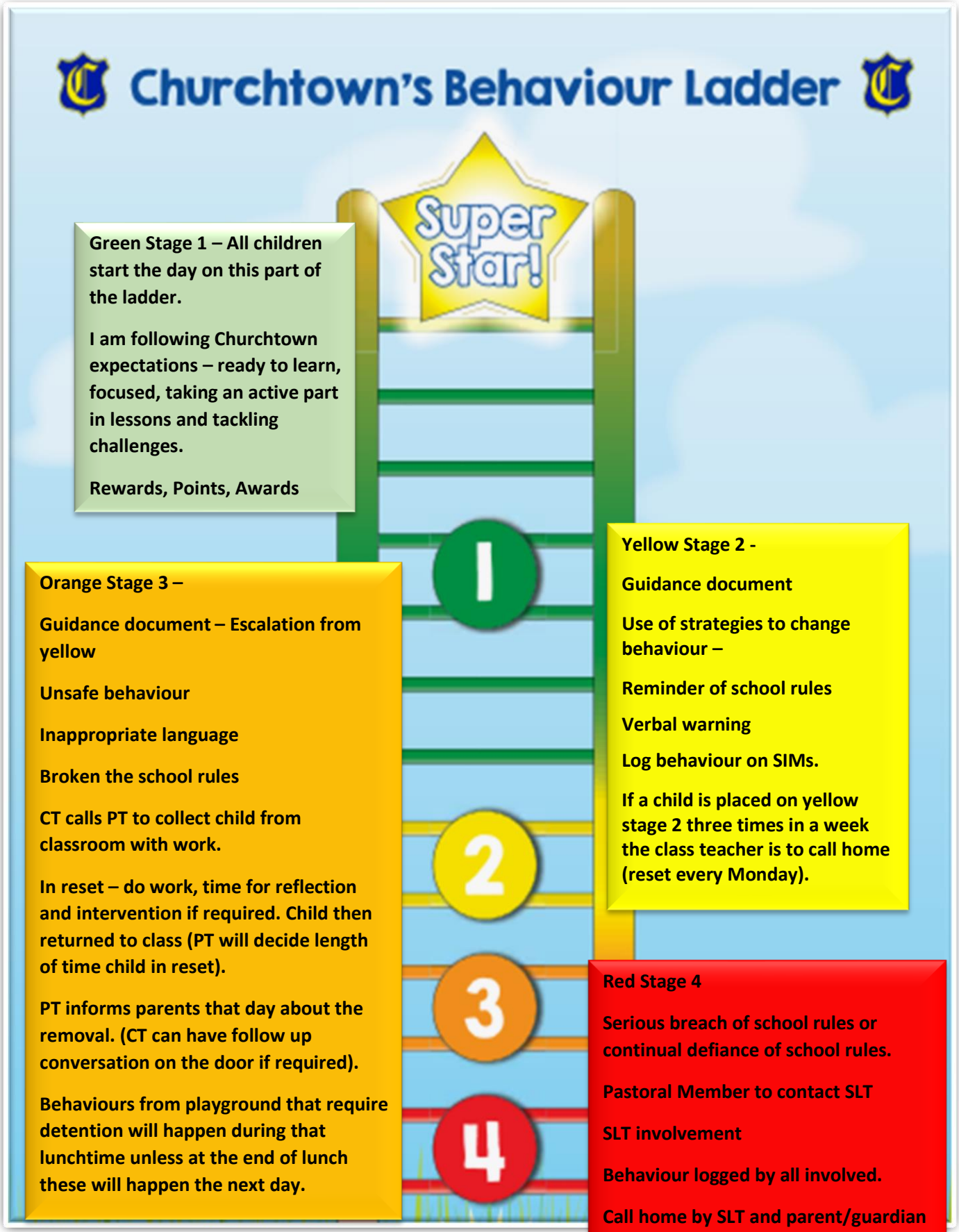
children involved. Teachers are expected to ensure that a 'fresh start' is given to every child following a removal.

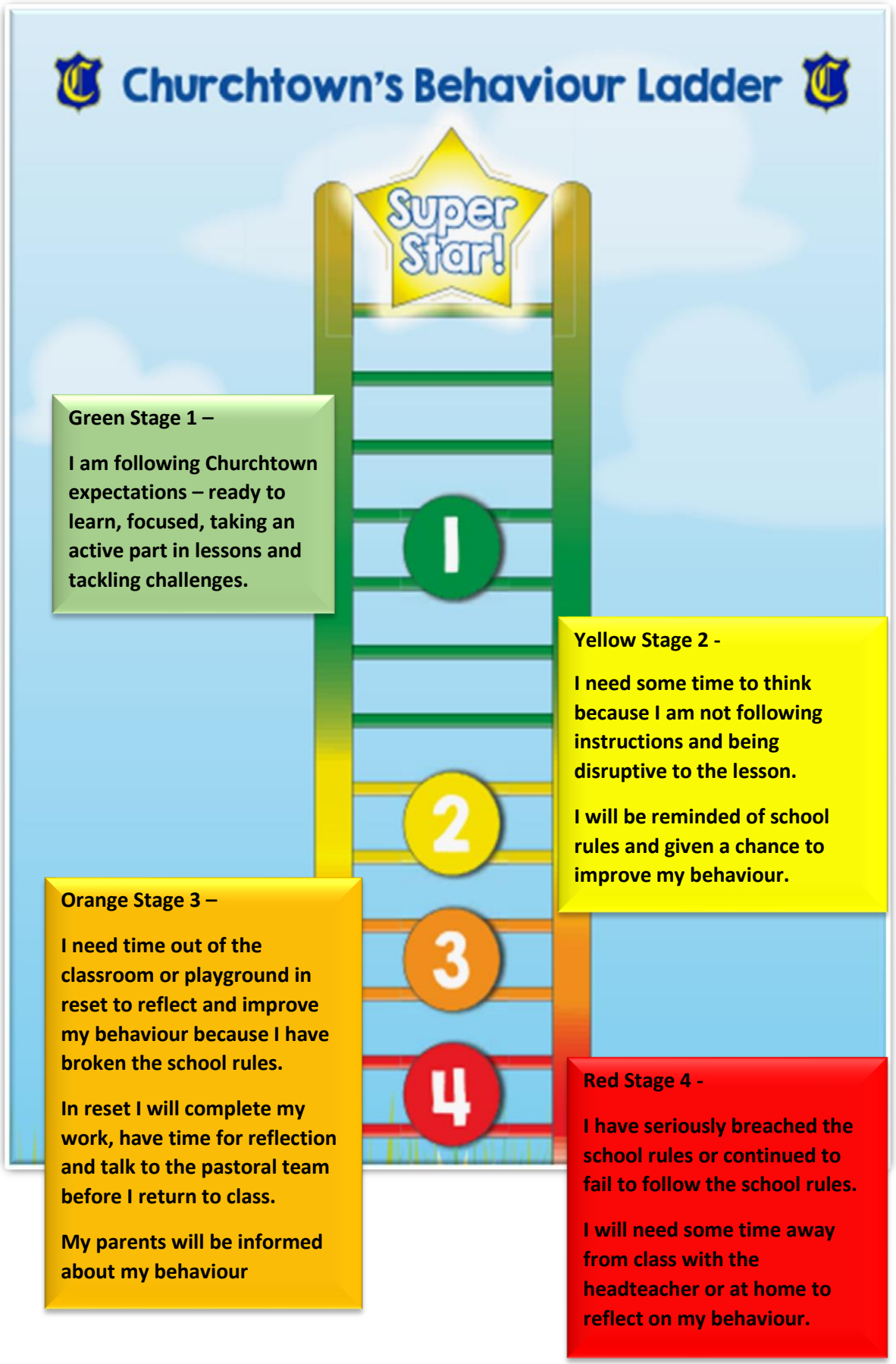
7e. Search, Screen and Confiscation

Whilst the School has the power to search children as outlined in the Education Act 1996 and the DfE guidance 'Searching, screening and confiscation at school' staff should not attempt to **search or screen** any child without the authorisation of the Headteacher. Any concerns that arise should be immediately reported to the Headteacher or SLT.

Abbreviations used in this document	
Abbreviation	Definition
PBM	Pastoral and Behaviour Manager
SLT	Senior Leadership Team

Appendix 1 – Behaviour ladder




Churchtown's Behaviour Ladder
Super Star!
1
2
3
4
Green Stage 1 –
I am following Churchtown expectations – ready to learn, focused, taking an active part in lessons and tackling challenges.
Yellow Stage 2 -
I need some time to think because I am not following instructions and being disruptive to the lesson.
I will be reminded of school rules and given a chance to improve my behaviour.
Orange Stage 3 –
I need time out of the classroom or playground in reset to reflect and improve my behaviour because I have broken the school rules.
In reset I will complete my work, have time for reflection and talk to the pastoral team before I return to class.
My parents will be informed about my behaviour
Red Stage 4 -
I have seriously breached the school rules or continued to fail to follow the school rules.
I will need some time away from class with the headteacher or at home to reflect on my behaviour.