



Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Behaviour Policy 2024

Approved by:
Curriculum Committee

Date: 1st May 2024

Next review due by:
Summer 2025

Changes

19/5/23

No Change

1st May 2024

Pg 1 and 2 – change dates to upcoming year (2024-25)

Pg 6 – KCSiE 2023

Pg 9 - Added "The policy will be reviewed annually."

BEHAVIOUR POLICY 2024-25

Statement of Principles

Our Behaviour Policy helps us to create a positive atmosphere in the school based on a sense of community and shared Christian Values that underpin the ethos and mission statement of our school. We have the highest standards and expectations, fostering positive, motivated attitudes to learning and mutual respect, understanding and celebrating the differences of one another. We want to make our school the best it can be, by being the best we can be.

At Scotforth St Paul's Church of England Primary and Nursery School, we reward those who make good behaviour choices as well as having consequences for those who choose to break the agreed code of behaviour. We have fair rules, based on being ready, being respectful and being safe, that are discussed and defined in each class and we believe everyone has a collective responsibility to make sure people keep them.

The aims of this policy are to:

- To establish a calm, caring and happy atmosphere in school
- To nurture a sense of self-discipline so that each child learns to accept responsibility for themselves and their conduct
- To have a consistent approach to behaviour throughout the school with full parental co-operation and involvement.
- To ensure the safety of each individual in school
- Raise academic and personal achievement

School Ethos

We believe that an effective school is one where a positive atmosphere is based on shared values and principles and good relationships. We have high expectations of behaviour which lead to high standards of work and presentation. We take a positive approach to behaviour management and recognise that in order to promote excellent behaviour and attitudes to learning, children need to be listened to, understood and respected. We exercise Restorative Practice where we encourage children to talk to each other about disagreements and come to a mutual agreement where forgiveness and understanding can be reached.

The promotion of positive behaviour permeates throughout the school, in lessons, worship and communication. We celebrate good behaviour as a whole school, supporting one another's achievements in Celebration Worship and encouraging our children to feel proud of themselves and one another.

We believe that a well-planned curriculum, matched to the abilities and interests of our children, set in an environment which is both engaging and inspirational, promotes a good attitude to learning, consequently giving way to good behaviour. All staff at Scotforth St Paul's are committed to providing this.

Code of Behaviour

Based on the three school rules, be ready, be respectful and be safe, each class will draw up a Code of Behaviour (class rules), that all members of the class agree on. This code focuses on creating a positive learning environment and will be displayed as a reminder of the expectations for behaviour.

As a School we value:

- Hard work and dedication
- Co-operation
- Being truthful
- Respecting the rights and property of others
- Being kind and helpful
- Courtesy and manners
- Self-discipline
- Facing up to the consequences of our actions

We will not accept:

- Rudeness and inappropriate language
- Bullying
- Dishonesty
- Name-calling
- Answering back
- Disrespecting property
- Violence
- Discrimination or prejudice in anyway

Expectations of the School Community

All stakeholders of the school have a responsibility to uphold the Behaviour Management Policy.

It is the expectation of all staff, volunteers and governors to:

- Lead by example
- Be consistent in dealing with children
- Be a role model
- Uphold the Christian Values that underpin our school
- Have high expectations of the children
- Meet the educational, social and emotional needs of the children through a well-designed curriculum and inspirational environment
- Encourage regular communication between home and school

It is the expectation of children to:

- Respect, support and care for each other in both the school and the wider community
- Listen to adults, each other and follow the classroom rules
- Follow instruction first time
- Treat all members of staff with a high level of respect
- Take responsibility for their own actions and behaviour
- Be tolerant of others, irrespective of race, gender, sexuality, religion or age

It is the expectation of parents and carers to:

- Be aware of and support the school's values, expectations and actions
- To ensure their children attend school regularly
- To communicate with school
- To take an interest in their child's education and support in any way they can
- To support their child in adhering to the pupil code of conduct and uphold the home-school agreement
- Inform the school of any change in circumstances that might impact the child's behaviour
- Discuss any behavioural concerns with the class teachers promptly

Managing Behaviour

Before any consequences take place, the teacher will have made a deliberate effort to use many strategies that promote positive behaviour, such as:

- Providing many opportunities for children to achieve success, at whatever ability
- Actively spotting children making good choices
- Phrasing instructions carefully to avoid misinterpretation
- Make rewards visual and valued
- Have a consistent approach to rules in and out of the classroom
- Offering clear choices for behaviour to ensure children know how to correct their actions

All good systems start with praise; if a child challenges the agreed rules or goes against instructions, then they are reminded of the good behaviour of those around them. We recognise that some children have different needs or may have specific learning difficulties and take this into consideration when communicating the code of behaviour with them.

In all matters of behaviour, both positive and negative, we will strive to remain in open communication with parents. Class teachers will seek opportunities to discuss any growing concerns about an individual's behaviour with parents, just as parents will also be welcome to discuss any concerns with them.

Rewards

At Scotforth St Paul's we actively look for opportunities to catch children choosing to do the right thing. We reward good behaviour with table points, stickers, house points, bronze, silver and gold recognition, head teacher's awards for going above and beyond, weekly Star of the Week certificates and half-termly Values Awards. The Star of the Week is celebrated in Celebration assembly each Friday and may be given special responsibilities throughout the following week.

The whole school community takes pleasure in the rewards that children achieve. Children congratulate each other and are genuinely pleased when their friends are recognised.

Consequences

At any point, children are given the opportunity to make the right choice to correct their behaviour and get back on a positive footing. Following the use of praise and positive reinforcement, we sometimes have to use a sequence of staged consequences that clearly communicate to each child that their behaviour needs to change.

- reminder
 - asked to leave the classroom and work with a TA/another class
 - sent to the head teacher
- If any child refuses to do any of these things, the Head teacher will be called and their parents will be contacted
- In extreme situations, parents may be phoned and asked to take children home (fixed term exclusion)

If children need to miss a period of playtime, they will be asked to go to stay in class, where they will give time back and asked to complete a Reflection Sheet, allowing them to reflect on their bad choices and identify ways in which they can correct it in future. Staff will endeavour to unpick the cause of the negative behaviour, in order to identify underlying issues and provide support for future decision making.

If poor behaviour continues, parents will be contacted by the class teacher to discuss targets for improvement.

Records will be made, on CPOMS, of extreme and repetitive bad choices.

Foundation Stage

We appreciate that in the Early Years, consequences need to be more immediate in order for young children to recognise their negative behaviour choices. Children are given a reminder first – if their behaviour continues they are given 'time-out' in an area of the classroom away from where they have been playing. They are not sent out or to another classroom as we recognise this could potentially be distressing for them. If their behaviour is impacting the class negatively, they will be brought to the Head Teacher. Records will be kept accordingly and parents will be contacted.

Visits to the Head Teacher

If the graded sequence of consequences does not effect a change in behaviour, then the Head Teacher will be consulted.

If intentional and motivated physical violence is displayed then the child will lose all playtimes for that day (if this occurs in the afternoon, then they will lose playtimes for the following day)

Any child attempting to leave the premises will lose their playtimes for 5 school days.

Further Action

If all the above does not effect a change in behaviour, this will lead to an internal exclusion where the individual will work in isolation throughout the whole day. Parents will be contacted if this is to take place and be given details of the behaviour which has led to this point. These will be recorded by the Head Teacher.

Persistence of this behaviour will lead to a fixed period of exclusion; the head teacher will determine the length of time. This procedure will follow local authority guidelines.

In the event of a serious incident, the Headteacher will have the discretion to act outside the normal procedure and take necessary steps.

Behaviour Support Plans

Behaviour Support Plans may be used as a means to help support the child make correct behaviour choices. It may be necessary to involve the SENCO or outside agencies to support this. If this is the case various strategies may be used e.g.

- Identify objectives and address one target at a time
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours
- Emphasise teaching the child alternative positive behaviours
- Clarify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Head teacher etc.
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour
- Include a timetable for review of progress
- Should be applied consistently – all members of staff, supply teachers and parents aware. School should also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.

Exclusion

The Headteacher decides whether to exclude a child, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded child from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded children during the first five days of any exclusion (although there is no legal duty to do so).

Special Educational Needs

There may be occasions when a child with specific emotional / behavioural needs requires that the procedures above are amended to meet his/her specific needs. This will be done in consultation between the class teacher, SENCO / Headteacher. The child will be involved in the process and understand the rules / systems specifically in place for them. The child's age and maturity will determine the procedures used.

Anti-Bullying Strategy

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Disability-based	
Sexual	Explicit sexual remarks, display of sexual materials, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

This policy is aimed at making Scotforth St Paul's a safe and happy place to work and play. Bullying in any form, by anyone, will not be tolerated at Scotforth St Paul's Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies. Our online safety policies sets out clear guidelines for dealing with instances of cyber bullying.

Our procedures take the following form:

- Children informing school – either verbally or through worry boxes
- Parents to inform school of concerns
- Head teacher to be informed of any concerns
- Concern to be highlighted to all staff
- Situation monitored and feedback given to parent
- Head teacher to speak to individuals concerned, reminding the aggressor of the school behaviour policy and that they must adhere to codes of conduct.
- If no improvement is seen, then more serious consequences may be enforced, according to the behaviour policy.

Child on Child Abuse

We recognise that although bullying is not a one off incident, the types of behaviour (detailed in table above) can lead to one off incidents that are so severe that they would be considered to be child on child abuse. Children can be of any age, whether victim or perpetrator. Such incidents will be dealt with in line with our safeguarding procedures and Keeping Children safe in Education 2023.

Guidelines and Statutory regulations

We follow the following guidelines and Statutory regulations:

The Equality Act 2010:

Requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a child or potential child in relation to admissions, the way it provides education for children, provision of child access to any benefit, facility or service, or by excluding a child or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Preventing Radicalisation

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

• Improving the spiritual, moral, social and cultural (SMSC) development of children: supplementary information (DfE 2014)

Related Policies

- Preventing Radicalisation Policy
- Acceptable Use (ICT) Policy
- Child Protection Policy
- Single Equalities Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Home school agreement
- Global awareness policy
- Whistle-blowing Policy
- Valuing all God's Children 2014 (Guidance for C of E Schools on Homophobic Bullying)

Statutory guidance on confiscation of inappropriate items

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a children' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

DfE guidance on the use of reasonable force

Under certain circumstances teachers may exercise their legal power to use reasonable force and do not require parental consent to do so. Examples of such circumstances could be if a child is in danger of hurting themselves or others, damaging property or causing disorder. For example members of staff may physically separate children found fighting or that if a disruptive child refuses to leave a room when instructed to do so, they may be physically removed. (DfE guidance 2013/Sect 89 Education and Inspections Act 2006)

Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and children when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination. A Discipline committee is kept informed of any significant behavioural issues.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of children at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among children. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and children at least once a year. Teachers, teaching assistants and other paid staff with responsibility for children have the power to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. For school-registered children or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

Complaints Procedure

From time to time parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the School, the conduct of the Headteacher, an individual member of staff, the Governing Body or an individual governor. The School will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the School will ensure that they are dealt with effectively and with fairness to all parties. In dealing with your complaint:

- we will deal with your complaint honestly and politely and in confidence;
- it will be looked into thoroughly, fairly and as quickly as possible;
- we will keep you up-to-date with what we are doing;
- we will apologise if we make a mistake; and
- we will tell you what we are doing to put things right.

An overview of the School's complaints process can be viewed on the school's website or can be obtained from school.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline children for misbehaving outside of school premises.

Headteachers have a specific statutory power to regulate children's behaviour in these circumstances 'to such an extent as is reasonable.' The school's behaviour /anti –bullying policy will apply in response to all non-criminal bad behaviour and bullying, including cyber bullying, which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on children. Subject to the policy, the teacher may discipline for any misbehaviour when the child is:

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

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school.

Monitoring

The Headteacher and Governing Body will monitor the policy and evaluate its impact on our School and its community.

The policy will be reviewed annually.