

# Behaviour Policy

## The Richard Cross CE Primary School

Believe and Achieve

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29.09.20	0.1	New Policy	Creation of policy. J Wynn	Original based on SIAMS policy
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19.01.21	1.1	Update to practice - Covid-19	Inclusion of behaviour expectations for online provision. SLT	
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15.09.22	3.2	Scheduled Review	Minor changes to reflect practice. E Bowring.	

30.09.22	4.0	Scheduled Review	Ratified by Board	
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19.09.23	4.2	Scheduled Review - Board Lead	No changes. H Bowman	
29.09.23	5.0	Scheduled Review - Board	Ratified	

## Behaviour Policy

### Aims

It is a primary aim of The Staffordshire Schools Multi Academy Trust that all God’s children feel valued and respected, and that each person is treated well and fairly. We promote caring communities, whose values are built on mutual trust and respect for all. The Richard Crosse CE Primary School behaviour policy is therefore designed to support the way in which all members of the school and Trust can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Every school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school Christian communities in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We encourage the children to follow a set of values and principles and these are explicit through our work.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Behaviour Management is the responsibility of **all** staff who work at any of the schools within The Staffordshire Schools Multi Academy Trust.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school have created a culture where peer on peer abuse will not be tolerated, and we have a ‘zero tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated

Incidents of racism, sexism or homophobia will not be tolerated in any form.

### **The Role of the Chief Executive Officer**

The Chief Executive Officer has the responsibility for giving suspensions or permanent exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Chief Executive Officer may permanently exclude a child. These actions are taken only after the Board of Directors have been notified.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school's Behaviour Policy consistently throughout the school, and to report to the Chief Executive Officer and Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school and to uphold and promote the school's core Christian values, mission statement and ethos.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head Teacher may amend behaviour strategies to support the work of the school, but the underlying principles and foundation will follow this policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school's rules are enforced and values upheld in their classes, and that their classes behave in a responsible manner during lesson time.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher is responsible for ensuring that repeated or concerning behaviour is recorded, and that the Head Teacher and parents/carers are informed and involved as appropriate.

The class teacher is responsible for seeking help and advice from their mentor, Phase Leader, SENCO or Head Teacher as appropriate, and in a timely manner.

### **The role of the SENCO**

The Trust's SENCO oversees the support to children who, for a variety of reasons, find the school challenging. The SENCO agrees with staff those children who need to be supported, and the SENCO works closely with SEN champions, outside agencies, parents, carers and staff to devise a programme which will support the individual. This programme is reviewed regularly.

### **The Role of Support Staff**

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour and ensure that the Christian values of the school are upheld and promoted at all times.

### **The Role of Parents and Carers**

Parents and Carers agree to supporting the schools Behaviour and Discipline Policy when enrolling their child at the school. Parents are expected to adhere to and support the actions of the school but are able to address any queries regarding sanctions, firstly to the class teacher, then to the Head Teacher.

Every school in the Trust collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

### **School Values**

The school's motto of 'Believe and Achieve' underpins all we do and is reinforced through our 3 over-arching Christian values. The story of The Good Samaritan is our reference point for behaviour management.

- Love
- Respect
- Friendship

### **School Rules**

- To always uphold the school values
- Believe and Achieve

### **School Expectations**

- We expect children to be the best version of themselves
- We expect children to set a good example and always show kindness to one another
- We expect children to listen carefully to instructions
- We expect children to use their manners at all times
- We expect children to join in and try their best in all activities
- We expect children to be polite and respectful to others
- We expect children to walk sensibly around the school
- We expect children to use the playground and the school equipment safely and respectfully
- We expect children to always tell the truth
- We expect children to respect each other's belongings

### **Class Rules**

Class teachers, support staff and children in their class devise these at the beginning of the academic year. The school's values are used as a starting point for these rules. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules will be written up neatly and prominently displayed in the classroom.

### **Online Provision**

Where the school provides online provision to children who are not able to be in school, this will be through Google Classroom. The same standard of behaviour applies to those participating from home or elsewhere, as in the physical classroom. A notice of the rules of Google Classroom will be posted in the Classwork tab.

Google Classroom allows access to teachers to support children in their learning at times when attending school is not possible for extended periods of time.

All children are expected to be responsible and polite while using Google Classroom. Abuse of the system, including inappropriate or time-wasting messages addressed to staff or other children is not acceptable. Children who do not follow the simple rules for online access may find access to Classroom restricted or removed. We will inform parents/carers when taking these steps.

We ask that all children using Google Classroom think before they add messages to staff or other children. We ask that all children are clear and brief in their communication on Classroom. Messages can be sent to staff using the Private Comments box on an Assignment page (in the Classwork tab), or a public message can be sent on the Classroom Stream. To avoid lots of confusing messages, responses or questions should always be as a reply to a teacher's posted work where possible. Messages should be as clear as possible as staff may be dealing with a lot of questions and may not be able to engage in an extended email conversation.

### Promoting Positive Behaviour

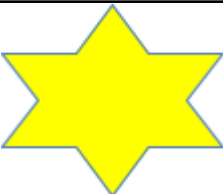


The Richard Crosse CE Primary School takes good behaviour seriously.

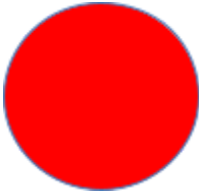
We praise and reward children for good behaviour in a variety of ways:

- Positive affirmation from staff - pupils may be sent to another member of staff to re-enforce the praise and may receive a sticker. The Head Teacher and the CEO actively encourage staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
- Use of a progressive traffic light reward system in every classroom, including Care Club.
- Use of positive behaviour recognitions such as certificates, Dojo's, golden coins, awards etc (more information below)

### Progressive Reward System

The school uses a progressive traffic light style reward system to monitor behaviour, where children move through stages. Good behaviour is expected and continued, exceptional behaviour is rewarded and negative behaviour is sanctioned.

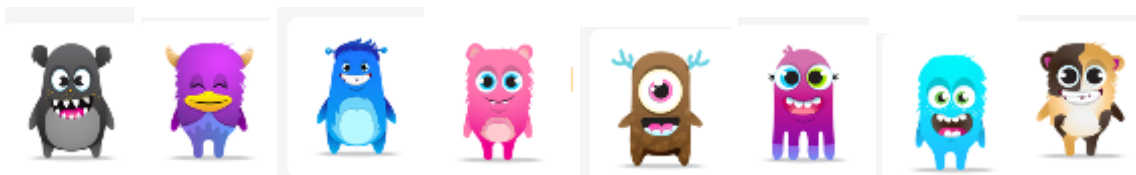
	<p><b>Gold star</b> - If a child has shown exceptional behaviour and attitude they will move up the gold star where they are given a raffle ticket and entered into the class prize draw at the end of the week. Each child has the chance to achieve this every day</p> <p>Examples – exceptional manners, demonstration of the school values, hard work in class, kindness, thoughtfulness, WOW moments.</p> <p>A child can be moved back down from the golden star if behaviour deteriorates but once they have been on the golden star that day, they will still receive their raffle ticket entry.</p>
	<p><b>Green</b> - Every child starts the day on Green. <u><b>'It's Good to be Green'</b></u></p> <p>Children can be moved down from Green to Amber or Red.</p> <p>Children can move up to the Gold Star.</p> <p>Green represents the positive daily behaviour we expect in school which upholds the school values.</p> <p>If a child moves to Amber, they have the chance to move back up to Green throughout the day if behaviour improves.</p>
	<p><b>Amber</b> – If a child is displaying low level continuous inappropriate behaviour or medium level disruptive behaviour they will be moved to Amber.</p> <p>If a child moves to Amber, they have the chance to move back up to Green throughout the day if behaviour improves.</p> <p>Examples or reasons to move to Amber include but are not exclusive to – shouting out multiple times and continuing to do this after reminders by the staff member, disrespectful attitude towards staff and peers, low/medium level disruptive behaviour, unacceptable use of language, rough play, not upholding the school values etc.</p> <p>The child will miss part or all of their next break time (morning breaktime the following day if the incident has happened in the afternoon) once</p>

	<p>moved to Amber. The child may be asked to take time outside of the classroom to de-escalate situations.</p> <p>Continuous actions within the Amber within one day may result in a child moving to Red at the staff member's discretion.</p>
	<p><b>Red</b> – If a child displays continuous Amber behaviour within one day, they will move to the Red. If a child displays high level unacceptable behaviour, they will be moved straight to Red from any other position on the traffic light.</p> <p>Examples or reasons to move to red include but are not exclusive to – continuous amber events, swearing or intentional cause of offence, homophobic, sexist or racial language/actions, physical violence on a person or school property, bringing illegal or harmful items or substances onto school property.</p> <p><u>Once a child is on Red, they will not be moved from this for the day.</u></p> <p>In the event of a Red:</p> <ul style="list-style-type: none"> <li>- Parents will be contacted by the school and speak with the class teacher/Head Teacher.</li> </ul> <p>Consequences for a child going on the red will be in proportion to the actions of the child's behaviour and may include but are not exclusive to the following:</p> <ul style="list-style-type: none"> <li>- Missing all breaktimes/lunchtimes that day.</li> <li>- Being taught out of class</li> <li>- Being put on a behaviour monitoring report.</li> <li>- Meeting with parents to discuss a behaviour plan.</li> <li>- Loss of privileges and rewards such as trips, school disco attendance, sporting representation of the school, responsibilities such as school council, year 6 jobs etc</li> <li>- Internal school isolation</li> <li>- Suspension</li> <li>- Trust school suspension</li> <li>- Permanent exclusion</li> </ul>

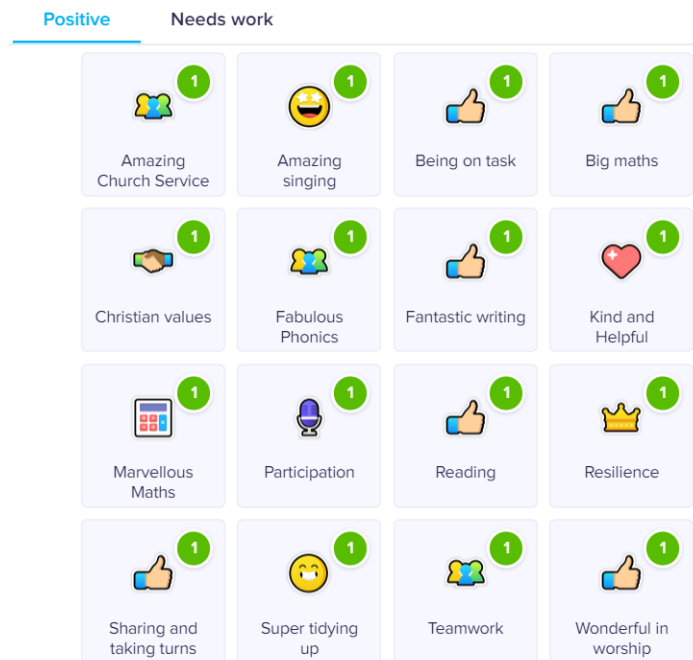
**Class Dojo** (<https://www.classdojo.com/en-gb/>)

Parents are given a code to log in to Class Dojo once their child has started school. The app can then be downloaded to a phone, or accessed on a PC.

Positive behaviour is rewarded with our online Dojo points system. Each child has their own unique emoji character, which they can modify, through which they attempt to reach targets in order to receive certificates.



The children earn points based on overarching principles such as:



Through the app, parents can see how many Dojo points their child has earned in a day, and what it was awarded for.

Dojo points are collected throughout the school year. Certificates are awarded at Achievement Worship once the below number of points are reached:

50 Dojo Points	Bronze certificate
100 Dojo Points	Silver certificate
150 Dojo Points	Gold certificate
200 Dojo Points	Gold pin badge

### Star of the Week

Each week one child from each class is nominated by their teacher to receive 'Star of the Week'. This award is presented in Achievement Worship, and celebrates good behaviour, attitudes and achievement. Teachers will explain to the school what in particular a child has done to receive Star of the Week. We encourage families to attend Achievement Worship. Parents will be notified in advance if their child will be receiving Star of the Week.

### Outstanding Achievement Certificate

Outstanding Achievement Certificates are awarded for amazing achievements such as being an outstanding representative of the school at an outside event or to visitors in the school, exceptional bravery/courage or sustained academic personal achievement etc. These certificates are presented in Achievement Worship. Parents will be notified in advance if their child will be receiving an Outstanding Achievement Certificate.

### Always Club

At the end of each half term children who are 'always' following the school values and being excellent representatives of the school are nominated by their class teacher and selected for a Head Teacher reward at the end of the half term.

### House Golden Coins

Each child is given a house of Earth, Wind, Fire or Air when they start at school. Any staff member other than the child's class teacher can give any child golden coins to promote whole school awareness of positive behaviour and representation of the school values. At the end of each term the winning house will be rewarded with a treat e.g. a non-school uniform day, a movie afternoon, hot chocolate etc.

## **PSHE/SRE**

All classes use PSHE/SRE sessions as a tool for promoting positive behaviour. PSHE/SRE sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

A PSHE/SRE programme is taught / integrated into the Foundation Stage curriculum.

## **How poor behaviour is addressed**

The Richard Crosse CE Primary School expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis. All sanctions are age appropriate.

Children are reminded about the expectations for behaviour, and standards are clear throughout the school. Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate.

If children do not adhere to these standards, they are given a verbal warning, where it is explained to the child why what they are doing is not acceptable.

If their behaviour continues, the child receives a second warning, and will progress down the reward system on the traffic light system and sanctions linked to the colour will be put in place.

If a child is put on to the lowest level of the reward system (Red), they are sent to the Head Teacher.

In extreme cases, a teacher will send a child to ask for assistance from a senior member of staff to come to the classroom or location of the behavioural incident.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. The teacher may at this point seek further support from the Head Teacher.

**Positive Handling:** If a child is putting themselves or others in immediate danger or is damaging high value school property, then positive handling by school staff will be used to remove the child safely. In a situation where positive handling is used, pupils will be removed from the hazard/hazardous area and isolated where possible and encouraged to self-regulate. Whenever positive handling is used, staff will keep talking to the pupil, reassuring them of the actions they are taking. Following the incident, the child will be debriefed and encouraged to reflect on their actions.

## **Behaviour Monitoring**

The following systems are in place to monitor behaviour:

- Every member of staff has access to an online behaviour recording tool which alerts the Head Teacher of an incident. Behaviour incidents are logged and include information such as: time, location, type of behaviour, consequence, action, associated children. This allows a picture to be built-up of any behavioural patterns and for staff to address and report on these as necessary.
- Incidents which happen outside of the classroom e.g. breaktimes, lunchtimes, after school clubs are reported on to the class teacher immediately after the incident and recorded.



- Staff meet weekly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. An individual support programme might be arranged in consultation with SENCO, Head Teacher, and Parents/Carers.
- Emergency staff meetings may be called if deemed necessary straight after school to discuss severe behavioural incidents.
- Where behaviour continues to decline or does not significantly improve. Parents will be firstly contacted by the class teacher and then the Head Teacher.
- Teachers will ensure all staff in school know if a child in their class is under sanction or has behaviour targets.
- An email or phone call home will be made by the teacher or Head Teacher to inform parents if a child has been moved to 'Red' to discuss the child's behaviour and to plan together to help support more positive behaviours.

### **Further Sanctions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed including:

- Internal sanctions
- Internal suspension /alternative provision in other trust schools
- Application of any available support from the local authority

Suspension/Permanent exclusion is the next option for the school.

Suspension/Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy

Ongoing suspensions off site from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

## Appendix A – Bullying

The Staffordshire Schools Multi Academy Trust provides a supportive, caring and safe environment in which all children are free from the fear of being bullied. Bullying of any form is not tolerated, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the Trust's position on bullying. Bullying behaviour is unacceptable in any form.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the manager. An account of the incident will be recorded in an **Incident log**. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

The Staffordshire Schools Multi Academy Trust defines bullying as the repeated harassment of others through emotional, physical, psychological or verbal abuse.

- **Physical:** Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any sort of violence against another person.

- **Psychological:** Behaviour likely to create a sense of fear or anxiety in another person.

- **Emotional:** Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, making another person feel 'left out' of a game or activity, passing notes about others or making fun of another person.

- **Verbal:** Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

Racial harassment can take any of the forms of bullying listed above but is motivated by the victim's colour, race, nationality, or ethnic or national origins. Incidents of racial harassment will be recorded as such on the **Incident log**. (See our **Equalities Policy and Racial Equality Policy** for more information on how we deal with and challenge discriminatory behaviour.)

### Preventing bullying behaviour

Staff at The Staffordshire Schools Multi Academy Trust will foster an anti-bullying culture in the following ways:

- Encouraging caring and nurturing behaviour
- Discussing friendships and encouraging group and team play
- Encouraging children to report bullying without fear
- Discussing the issues surrounding bullying with the children, including why bullying behaviour will not be tolerated
- Exploring the consequences of bullying behaviour with the children.

### Responding to bullying behaviour

The Staffordshire Schools Multi Academy Trust acknowledges that despite all efforts to prevent it, bullying behaviour is likely to occur on occasion. Should such incidents occur, the Trust will follow the procedure outlined below:

- We will address all incidents of bullying thoroughly and sensitively.
- Victims of bullying will be offered the immediate opportunity to discuss the matter with a member of staff who will reassure the child and offer support.

- They will be reassured that what they say will be taken seriously and handled sympathetically.
- Staff will support the individual who has been bullied, keeping them under close supervision, and checking their welfare regularly.
- If another child witnesses bullying and reports this, staff will reassure them that they have done the right thing. Staff will then investigate the matter.
- If a member of staff witnesses an act of bullying, involving children or adults, they will inform their supervisor.
- Children who have bullied will be helped by discussing what has happened, establishing why the child became involved. Staff will help the child to understand why this form of behaviour is unacceptable and will encourage him/her to change their behaviour
- If the bullying persists, the parents will be informed and we will work with them to try to resolve the issues. •If this fails to stop the bullying, more serious actions may have to be taken, as laid out in the **Exclusions Policy**.
- All incidents of bullying will be reported to the Headteacher or Care Club manager and will be recorded on an **Incident Log**. The Headteacher and other relevant staff will review the Trust's procedures in respect of bullying, to ensure that practices are relevant and effective.

## Appendix B – Biting

Many children go through stages in their development, where they exhibit behaviour that others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Temper tantrums are another form of behaviour that most children of a similar age or developmental stage go through. Happily, just as temper tantrums eventually diminish with age, so usually does biting.

The Trust always follows the same procedures in the event of a child being bitten. Our procedures are as follows:

- 1 To comfort the bitten child and administer appropriate First Aid.
- 2 To explain to the biting child why biting is unacceptable, that it hurts the other child and show the mark or bruise.
- 3 Remove the biting child from the circumstances that provoked the biting for a short period of time.
- 4 We will always inform the parents of the bitten child.
- 5 We will always inform the parents of the child that has bitten and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy was a direct contradiction of our strategy, e.g. Parent biting the child back, we would explain why we thought this was an inappropriate response.)
- 6 To discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.
- 7 In a small minority of cases where the biting is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Health Visitor, Child Psychologist, to look closely at any other contributory factors. This would only be done in consultation with parents/carers.

Staff members will not disclose the identity of the child that has bitten as it is vital to maintain the confidentiality of the children concerned.