

Behaviour Policy

Introduction

This policy has been written in compliance with Section 89 of the Education & Inspection Act 2006. Please also see our Anti-bullying Policy.

Rationale

At St. Aidan's Primary School - A Church of England Academy, we share responsibility for the children in our care with parents. Children who feel secure within the school environment are more likely to behave well. For this reason **consistency** in the organisation of the school are key features of our policy. We believe that children's behaviour can be shaped and guided through positive reinforcement, fair consequences and by the example they see from adults and peers around them. All staff act as models of good behaviour in that they treat each other, the children, their parents and all visitors with the courtesy and respect they want to encourage in the children. At the heart of our behaviour policy are our Christian values and our school's 3R's: Rights, Responsibilities and Routines. We actively promote the Christian values and seek to foster an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.

Aims

At St. Aidan's we aim to:

- ✓ Apply positive strategies, through the use of evidential praise, to create a caring, family atmosphere in which teaching can take place in a safe and happy environment
- ✓ Model good behaviour through positive choices and reward it by providing a range of rewards for children of all ages and abilities
- ✓ Ensure that positive behaviour is rewarded and inappropriate behaviour is responded to consistently and fairly
- ✓ Teach Christian and moral values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- ✓ We aim to prevent poor behaviour through a proactive, *not* reactive, approach
- ✓ Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- ✓ Treat problems as they occur sympathetically, using the Christian values as a starting point, always looking for improvements in behaviour and giving children opportunities to improve
- ✓ Ensure that the agreed behaviour policy is supported and followed by the whole school community fairly and consistently.
- ✓ At St. Aidan's we promote high standards in all that we do. These standards are based on high expectations of all children by all staff.

Our behaviour policy supports the school's four rights:

- ❖ *All pupils ALWAYS have a right to learn*
- ❖ *All adults ALWAYS have a right to do their job*
- ❖ *Everybody ALWAYS has a right to dignity and respect*
- ❖ *Everybody ALWAYS has a right to feel safe and be healthy*

It is the responsibility of *all* members of the school community to ensure that we can all enjoy our rights. By adhering to these rights the pupils get to wear a 'house badge' (An ALWAYS badge). Not following the school's rights (and receiving a reflection) results in the

ALWAYS badge being removed for 2 days until the pupil starts to demonstrate the rights that they have broken. Please see the school awards and consequences section.

Effective Classroom Management

Teachers and adults working in the classroom will aim for high standards and consistency throughout the school in the management and organisation of all classroom and extra-curricular activities by:

- ✓ Ensuring that procedures are clearly understood regarding pupil discussion, participation in activities, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed
- ✓ Ensuring explanations are clear and routines are embedded
- ✓ Ensuring work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly
- ✓ Ensure that misbehaviour is handled quickly and calmly so that the pace of a lesson or activity is not lost and further disruption is minimized
- ✓ Once any misbehaviour has occurred we 'Repair, Rebuild and Move on' using the 5W's
- ✓ Develop good listening skills and react appropriately to pupils' opinions and responses
- ✓ Ensure that work set is appropriate to the pupils' ability
- ✓ Ensure that clear goals are set for each activity and all pupils understand them before a lesson begins
- ✓ Ensure that lessons and activities start and end on time
- ✓ Ensure that classrooms are suited to a particular activity as far as is possible
- ✓ Ensure that seating arrangements are suitable. These will often be dictated by the activity but particular attention should be paid to the location of the more troublesome pupils and those easily distracted
- ✓ Ensure that external interruptions are minimised wherever possible
- ✓ Ensure that the necessary material for a given activity is available

Encouraging Good Behaviour and Raising Self Esteem

All children are unique and our main aim is to develop the full potential of every child in our school. This underpins the positive ethos we foster, stated in our vision and mission statement:

'Fulfilling potential, growing in God'

We believe in reinforcing the positive achievements of our children in all aspects of school life: spiritually, personally, socially and academically.

Making children feel good about themselves is fundamental to achieving high standards of behaviour and our aim is to achieve this for every child (considering their individuality). Every child has an entitlement to work in an environment where they feel valued and respected, which is based on shared values of mutual respect and fairness.

Positive Strategies used at St. Aidan's

The whole philosophy of our behaviour plan is based on the use of a language of choice and positive re-enforcement. When children feel they are important and belong to a caring, friendly school which celebrates success, inappropriate behaviour is far less likely to occur.

School awards.

At St Aidan's we use a range of positive individual awards that may also be given for behaviour. The individual awards we use are:

☆ An ALWAYS badge

Pupils who follow the school's four rights, who retain their house badge and have the most Class Dojo points in their house team receive a half termly reward.

☆ Class Dojo

Each child in school has their own Class Dojo avatar. Children are encouraged to earn points for any skill or value- whether it's working hard, being kind, helping others or something else on their digital avatar and for following the school rules. They may also receive points for bringing PE kits in and returning reading books and homework on time. All members of staff in school, including Welfare Assistants, can give Dojo points. When a child has filled their dojo avatar, they earn a certificate which is presented during a Friday assembly. Parents are invited to this assembly at the end of the month to see their child receive their certificate. The winning house will then choose a prize for the end of each half term. (Unless the child has lost their badge more than twice.)

☆ Star of the week

Two children from each class who consistently follow the school rights will be presented with a 'Star of the week' sticker during a Friday assembly. This is a highly visible way of rewarding children for good behaviour. Star of the week stickers should be worn with pride.

☆ Headteacher's Award

Each week a child is chosen from each class to receive the 'Headteacher's Award' – this is a child who has demonstrated the school's Christian value.

☆ Reward from the Headteacher

Children can also take their good work to the Headteacher for praise and reward.

☆ School house system

In order to encourage team building and competition we also operate a house system. This is organised as follows:

- Children are arranged into four 'houses'
- These houses are named after local rivers- Hodder, (Green house) Blakewater (Blue House) Ribble (Red house) and Calder (Yellow house)
- Children from the same family are put into the same house
- In school competitions such as Matherstermind, Spelling Bee, Poetry recitals and Sports Day are organised as a competition between the houses

Class Dojo points are earned by individual children, collected in the groups section of Class Dojo and totalled up on a half termly basis. These are announced in end of term assemblies. The house with the most Dojo points at the end of a half term earns a reward of their choice as decided in house meetings. The house with the most Dojo points at the end of the year wins a trophy.

☆ Extra-curricular clubs and activities

A range of lunchtime and after-school clubs is offered. Sports matches are sometimes arranged with other local schools. Children can choose to attend these clubs but attendance is conditional: a child who misbehaves whilst at a club may lose their right to attend clubs and take part in matches. The decision will be made by the Headteacher

or, in her absence, a member of the Senior Leadership Team and parents will be consulted.

☆ Lunch time VIP award

For using good manners and modelling dining room etiquette children are chosen as VIPs to go for an early lunch on a Friday.

Minimum Expectations of Behaviour at St. Aidan's

In order for children to reach their full potential and allow learning to take place, we have a set of rights, which we require all children to respect:

- ❖ All students ALWAYS have a right to learn
- ❖ All adults ALWAYS have a right to do their job
- ❖ Everybody ALWAYS has a right to dignity and respect
- ❖ Everybody ALWAYS has a right to feel safe and be healthy

Consequences

When a right is not followed children are dealt with fairly and consistently by all adults.

We do not display children's names on a board or remove Class Dojo points. We consistently follow the procedure below:

1. Using the language of choice ***at least three times*** a child is reminded to make the right choice
2. Further proactive strategies relevant to that child, such as moving a child's place, will then be used
3. A child is given a further warning from the class teacher and a mark is written against their name on the class behaviour card (/). The teacher will record the date, time, and give details of why the child has received a verbal warning.
4. If the child breaks school rules again, the child will receive a further mark against their name and this will also be recorded (\)
5. A further warning would result in a third line against the child's name (creating a triangle) and the child being asked to reflect on his or her behaviour. See reflection section below. Their ALWAYS badge would then be handed in to a member of the SLT by the child. Parents would then be informed orally by the class teacher (where possible) and a text message will be sent that day.
6. If a child continues not to follow the school rights then, **as a last resort**, they will be excluded from their classroom and sent to another class. Immediately after that session, the class teacher will complete a 'Reflection Exercise' with the child in order to 'Repair, Rebuild and Move on.' **A member of SLT must also be informed.**
7. The parent/carer of that child will then be informed verbally at the end of the school day (where possible) using the parent as the expert model.
8. If a child, who has been excluded to another class, continues to misbehave, they will be sent to the Headteacher/Deputy Headteacher. The Headteacher/ Deputy Headteacher will complete a *Reflection Exercise* with the child in order to 'Repair, Rebuild and Move on.'

All behaviour cards are to be monitored weekly by the Deputy Headteacher and a photocopy will be given back to the class teacher for monitoring. Any child who has their ALWAYS badge removed and receives a reflection will have a text sent to parents on the same day to inform them.

Reflection exercises

A child, who has had a verbal warning logged on the behaviour card or who has been sent out of class for not following the school rights, will complete a reflection exercise with the teacher and will be asked:

- 1) What I chose to do
- 2) Why I chose to do it
- 3) What rule/right it infringed
- 4) What I could choose to do differently next time
- 5) What help would be useful

Children who have not completed work, or have completed work to an unsatisfactory standard, may be required to complete the work during playtimes or lunch times. A register of all children who receive warnings on the class behaviour card and the reasons why, will be given to the Headteacher at the end of each week. The Headteacher is responsible for keeping records of all children completing the 5 W's reflection exercises.

From this point forward, the hierarchy of consequences is as follows:

1 st reflection exercise	The child will have their ALWAYS badge removed and the class teacher is to inform parents orally or via Class Dojo. A text will also be sent to inform parents.
3 rd reflection exercise	The child will not be able to attend their house team party if their house wins. The class teacher contacts the parent/carer to arrange a meeting to discuss behaviour and agree actions. (These actions are entered into the behaviour log.)
6 th reflection exercise	The parent/carer will be invited into school for a behaviour strategy meeting with the class teacher, INCO and Headteacher. A behaviour support plan with an associated Individual Behaviour Plan (IBP) and targets will be devised. The child will be given a behaviour diary to complete in school and take home for their parents/carers to monitor their progress.
9 th reflection exercise	In-school exclusion, for a day, with the Headteacher/Deputy Headteacher. A letter will be sent to the parent/carer.

If a child has their badge removed more than twice then they will not be able to attend their house team party.

Each case will be dealt with consistently and fairly. More serious cases will be considered by the Senior Leadership Team and the most serious cases in consultation with the Governing Body and/or Multi Academy Trust CEO.

Further or more serious infringements, leading to further class exclusions, would result in further out of school exclusions up to a total of 45 days, the maximum permissible by the LA. A further exclusion would be a permanent exclusion. The support of parents/carers is vital to this process.

Children get a 'fresh start' at the beginning of each term, with the exception of out of school exclusions which remain on a child's record for that academic year.

Individual Behaviour Plans

All reflection exercises are logged in a class behaviour log. These are then collated by the Deputy Headteacher at the end of every half term. This acts as a useful source of information as it builds up a picture of a child's behaviour. It is also of great use in the formation of Individual Behaviour Plans (IBPs).

Some children will only have an IBP while some will have both an IBP and an IOP

(Individual Outcome Plan) depending on their needs. All adults working with children with IBPs should be aware of the IBP to enable them to successfully manage that child's behaviour.

If it is felt that continuing disruptive behaviour might be the result of unmet educational or other needs, the school will consider whether a multi-agency assessment is necessary. An IBP may only be appropriate for playtimes and/or lunchtimes. The behaviour log will be critical in gathering the evidence required to make this decision. Certain offences would warrant an immediate Reflection (e.g. violence). Severe offences would be punished by an immediate exclusion (e.g. serious violence, theft, vandalism).

In the case of Looked after Children (LAC), carers and the LA will be fully involved in the management of that child's behaviour and different sanctions may be appropriate in accordance with that child's specific needs.

Reception

The children in Reception follow the same approach (detailed above) but use a rainbow colour system called 'Rainbow Rights'.

Lunch times

We see lunch times as no different to the rest of the school day. Our expectations of children's behaviour are the same. We expect children to respect all adults in school in the same way. Therefore, the same sanctions and procedures apply for children choosing not to follow our four rights at lunchtime.

In addition, we expect children to talk quietly and stay in their seats while eating until an adult has told them they can line up.

Visits, School Journeys, School Transport and Beyond the School Gate

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site and on occasions, beyond the school gate. All children are ambassadors for the school when on these journeys and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this Policy will apply in all situations when children are:

- Taking part in any school organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at St. Aidan's.

Even if the above conditions do not apply, pupils can be disciplined for misbehaviour at any time that:

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

In all cases the adult may only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

In such circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal, or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child

suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

Learning outside the classroom

A range of enrichment opportunities, educational visits, trips and PE sessions are organised for the children. These may involve the children walking to a venue, travelling by coach or using public transport. If a child's behaviour is such that it would be a significant, unmanageable and unacceptable safeguarding risk (to themselves and/or others) to take them off-site, they may be prevented from attending an educational visit or taking part in PE sessions off-site. This will not affect a child's statutory entitlement to PE as they will take part in another PE session in school. (This may be on a different day/time to their usual PE lesson.) Before considering this, the school will carry out a formal risk assessment of allowing the pupil to attend. The decision will be made by the Headteacher and parents will be consulted.

Policy for Screening and Searching Pupils

The Governing Board recognise that 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 child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The Governing Board have agreed that any item confiscated will be returned to the child's parent.

2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

The Governing Board have agreed that, whilst such items have never been confiscated before, where staff are suspicious that a pupil have any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc...).

Provision for Professional Development / INSET / Support for Staff

Provision for assimilation by all teaching and non-teaching staff will be through:

- INSET
- Induction of new staff (teaching and non-teaching)
- Inclusion in Internal Consistencies document

Pastoral support will be available for school staff accused of misconduct, drawing on the advice in the 'Dealing with Allegations of Abuse Against Other Staff' guidance.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

Partnership with Parents

Parents have a vital role to play in supporting and encouraging their child's positive behaviour and development. We understand the need to work with parents to formulate solutions to possible misbehaviour, and use their knowledge and their expertise of their child.

We believe that parents should be informed of the positive achievements of their children throughout the day and inform them informally via Class Dojo; at the end of the day; through notes in their reading diary; formally at parents' evenings; through written reports; through Friday's 'Celebration Assembly' and by visibly wearing their ALWAYS badge.

Parents who are concerned that their child might be a victim of bullying, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's behaviour policy and to actively encourage their child to be a positive member of the school.

If there is a problem we believe in early intervention between school and home and will inform parents if we are concerned about their child's behaviour, enabling us to work together to support the child.

Parents can help by always telling the class teacher if there is a problem at home which might affect a child's behaviour in school. Class teachers need to know this information if they are to deal fairly with children. Such information will always be treated confidentially.

If parents have any concerns about major changes in their child's behaviour they should discuss them with the class teacher. Parents should always attend parents' evenings. If they are unable to attend the scheduled dates, alternative dates can be arranged. This detailed discussion is vital.

LA Policies

The Governing Board of St. Aidan's have adopted the policies of BwD LA in relation to the care and control of pupils, bullying and visitor behaviour to support this behaviour plan. No aggressive or threatening behaviour to children or staff will be tolerated in our school. Copies of these policies are available on request from the school office.

Evaluation & Review

This Behaviour Policy is a working document for all members of the school community, to support and maintain the high standards expected. The policy will be reviewed through and by consultation with staff, the Headteacher and the Governing Board. The policy will be monitored by all staff under the direction of the Headteacher.

Any amendments to the policy arising from the review procedure will go to consultation with staff and governors for approval and ratification.

This policy complies with section 89 of the Education and Inspections Act (2006) and the statutory guidance Behaviour and Discipline in Schools (advice for Headteachers and school staff – 2016)

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Please also see our Anti-bullying Policy.

Mrs Greenwood
Headteacher

July 2018

Awaiting approval from the governing body- October 2018

Review: July 2018