



Warton St Paul's

Church of England Primary Academy
A member of **CDARI**

Behaviour for Learning Policy

Reviewed January 2023

Next review January 2024

Our Mission Statement

**'Believe, Belong, Be the Best that you
can Be'**

*"Whatever you do in word or deed, do
everything in the name of the Lord."*

Colossians 3:17

Statement of Behaviour Principles

Good behaviour is central to all we do in this school. Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them, in accordance with the school's Christian ethos and values (Friendship, Peace, Hope, Love, Perseverance and Courage). The school's expectations and values will be shared with children in each class and with parents as appropriate. We will work in partnership with parents to ensure that the school's values become central to the lives of our children. Home School Agreements will promote this policy.

This school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

Equal Opportunity

Warton St. Paul's Church of England Primary Academy supports the principles of Equal opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

At Warton St. Paul's Church of England Primary Academy we aim to produce a safe and secure environment based on bible teaching "Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." Ephesians 4 v32

In order to achieve this we aim:

1. We will nurture the spiritual development of all members of the school community and promote mutual respect and responsibility.
2. We will provide effective teaching of the National Curriculum, encouraging the highest achievement for each child.
3. We will value the contribution each child makes to the life of the school and take account of individual's needs.
4. At Warton St. Paul's Church of England Primary Academy, we promote an ethos of excellence and endeavour for all, in a caring and Christian setting.
5. To create an ethos of good behaviour in school in order to promote effective learning. This will ensure that children are happy, secure and safe.
6. To build a school community which upholds and demonstrates Christian values.
7. To promote good relationships and to ensure that all are treated fairly and shown respect.
8. To foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them beyond the school family.
9. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs – please see 'Promoting British Values').
10. To provide a broad and balanced curriculum which is related to the needs of individual children.
11. To provide a lively, safe and stimulating learning environment enabling all children to grow in independence and confidence; and manage their own behaviour.

12.To establish positive links between home and school.

13.To ensure educational continuity through liaison with our pre-schools and secondary schools.

14.To encourage our children to take risks, aim high and challenge themselves; where an understanding of 'First Attempt In Learning' is taught so children learn perseverance. We trust our children and they know that with this comes responsibility for themselves and each other.

Promoting Positive Behaviour

- Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:
- Whole school and class worship - where Gospel values, fruits of the spirit and themes are discussed and applied to our everyday lives and to our relationships with one another. Ephesians 4 v32
- PSHE opportunities throughout the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Circle Time, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment.
- Year 6, School Council, PALs – who support and help younger children across school eg promoting fair and fun play on the school yard, helping infant children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family.
- Outside speakers such as the school nurse, the PCSO, the Vicar and members of the Church community.

Classroom Management, Golden Rules , rules and rewards

- Teaching staff (including Teaching and Welfare Assistants) are responsible for the safety and wellbeing of children in their direct care and will follow school's policy and guidelines on managing and promoting good behaviour.
- This will include the use of rewards and sanctions. The school's "Golden Rules" will be made known to all children and staff, and all should keep to them. They will frequently be referred to in worship and class discussions and will be the focus of discussions with children when praising or reprimanding behaviour.
- Classes will decide their own rules through "Circle time" and other discussions. Teachers also will have their own motivation systems. However, there are some whole school agreed codes, sanctions and rewards.
- De-escalation strategies are used as our primary technique for managing behaviour for learning. Children are encouraged to use the chill-out zones across school. These are available for all children in all areas of the school, including outside. All staff and LGC have had a briefing on chill-out zones and these are promoted throughout school.
- Children who display poor behaviour will be nurtured and supported in their understanding and respect for the types of behaviour which are expected in any given situation across school. This will most likely involve essential input from parents in supporting school's behaviour modification strategies and in replicating and extending these strategies for use at home.

Our Golden Rules

We encourage children to be:

- Respectful
- Honest
- Kind

- Positive
- Safe

Behaviour curriculum

To clarify expectations and be clear on school routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff.

Teachers should use the following areas to introduce to the children each week/ half term to a specific area of school behaviour e.g. “How we behave in the classroom”, or going swimming / in the playground.

1. Arriving at school
 - Arrive at school by 8.45am; ready to come in promptly
 - Walk in quietly and sensibly into school.
 - Sanitise their hands
2. In the cloakroom
 - Hang your coat and bag up on its hook/ put belongings in allocated spaces
 - Only handle your own property unless you're asked to touch that of others by the teacher;
 - If the cloakroom is crowded, wait your turn;
 - Always clear the cloakroom quickly.
3. In the classroom
 - Wait your turn to speak;
 - Listen to teachers, other children and adults;
 - Look after the classroom by keeping it tidy and looking after equipment;
 - Be kind and helpful, share equipment;
 - Walk into the classroom quietly and sit down;
 - Leave the classroom quietly;
 - Follow instructions carefully;
 - Work quietly and always do your best;
 - Walk around the classroom.
4. Worship
 - Worship begins as soon as you walk into the hall/church, quietly;
 - Sit quietly, remember the three rules of sitting:
 - legs crossed
 - hands on lap
 - straight back
 - Make yourself ready to meditate or pray by calming your mind;
 - Listen to others and participate in the worship as instructed by the leader;
 - Take part in all aspects of worship;
 - Keep the quiet in your mind as you leave the hall and go back to your classroom.
5. In the playground
 - On the way out to play, go to the toilet if you need to, and collect your coat while your teacher or other adult supervises;
 - Stay within the playground boundaries;
 - Think about safety when you play, and act in a way that will not hurt others;
 - Always think about others, how they feel, what they may need;
 - When the bell rings, walk to your lining up place.
6. During school meals
 - Make sure your hands are clean by washing;

- Say “please” and “thank you” to all the staff who give you food and help you;
- Queue quietly without pushing, think of others;
- Try not to spill food on the floor; if you do pick it up
- Eat your dinner sensibly, quickly and talk quietly;
- Use your knife, fork and spoon properly;
- Talk quietly;
- Only speak when you are not eating;
- Tidy up your tray by taking it back to the serving hatch;
- Leave your table and the floor clean and free of food;
- Respect the dinnertime staff.

7. In the toilet

- When you have used the toilet – flush it;
- Respect other people’s privacy;
- Make sure the taps are turned off after you have used them, be responsible about using the water;
- When you have finished, look to see if you have left the toilets clean and tidy.

8. Around school

- We expect the children to walk around school doing the WWW - Wonderful Warton Walk;
- Walk in a line sensibly, one behind the other;
- Look to see if there is someone behind you, if there is hold the door open for them;
- Move around the school quietly and sensibly;
- Be polite to, and make way for, adults and visitors to the school.

9. During swimming and outings

- Sit down on the bus or coach and always wear your seat belt;
- Walk in a calm and orderly manner, in pairs or in single file as instructed;
- Look and think – remember road safety rules;
- Be polite and set a good example to everyone;
- Get changed quickly, quietly and sensibly at the swimming baths;
- Respect your own and other people’s property;
- Obey instructions immediately.

10. During indoor playtimes

- Use the games and equipment that your teacher has agreed to (no scissors);
- Walk around sensibly and quietly;
- Respect classroom equipment, including rainy-day things;
- Tidy-up quickly when asked to;
- Share and play fairly;
- Stay in your own classroom;
- Always ask if you need to leave the classroom or go to the toilet.

Rewards and Praise

*AT ALL TIMES WE AIM TO BE **POSITIVE** ABOUT OUR CHILDREN*

Teachers have high expectations of all our children in terms of both achievement and behaviour and adopt a positive approach to behaviour management. Once the children have contributed to the formulation of the rules, and all staff and children have agreed to them, we believe that giving positive feedback to the children is important to reinforce good behaviour and to encourage others in appropriate social behaviour. Pupils need to be caught keeping the rules. We believe that social skills need to be recognised with rewards that bring joy to the heart!

Here are some practical examples of positive feedback at Warton St. Paul's:

- Giving verbal praise : "Well done", "Excellent" or more specific praise which reinforces good behaviour and ensures that the child is clear about what you are praising e.g. "Well done for saying 'Thank you', that was very polite." "I can see that you have worked really hard today, well done". "You have eaten your dinner really quickly today; I'm very pleased with you."
- Staff giving talking time to children to get to know them better
- "Fun" activities as a reward at the end of the week- "Golden Time".
- House points - overall team winner announced weekly and individual child of the week
- Dojo Points /Marbles in a jar
- Praise stamps/stickers
- A reward menu
- "Circle time" and PSHE opportunities (see policy)
- Displays of children's work
- Send the child to another teacher/ Headteacher to discuss good work
- Write letters home to parents
- Headteacher awards in end of week Achievement assembly
- Attendance certificates given out annually
- End of Year 6 prize giving (invite parents)
- Written comments on work
- Giving responsibility, e.g. role of monitor for specific tasks
- Star of the week to be awarded to a child in a different class each week and PE in celebration assembly
- Star of the Term for an individual child in each class
- Gospel Value Hero nominated and awarded for children displaying the Gospel Value each half term

Discipline in School – Teacher's Powers (taken from DfE 'Behaviour & Discipline in Schools' January 2016) and sanctions at Warton St. Paul's C E Primary Academy.

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property whilst in school. Pupil property will be returned to the child at the end of the day.

Sanctions at Warton St. Paul's Church of England Primary Academy

Warnings:

Pupils will be given two warnings for their misbehaviour and, following the third warning, they will be asked to go to the partner classroom.

Behaviour resulting in being sent to the partner class:-

Persistently shouting out

Persistently answering back

Not following instructions

Hurting a fellow pupil or/and Lying to an adult will result in going to the partner class immediately. Major incidents of a physical nature eg biting, hitting/punching, scratching, the child needs to go to the Headteacher.

Following a visit to the partner class pupils are given the opportunity for reconciliation. If the behaviour continues after returning to the classroom. The child will then be sent to the Headteacher. This will result in the Head Teacher talking with the parent of the child after school. If the child freezes/refuses to move the Head Teacher will contact Parents immediately.

If a child continues to display inappropriate behaviour, which is affecting the education and learning of others, the child will then be sent to the Headteacher. The Headteacher will follow this up with a letter home.

Pupils who do not respond to the above system will have individual behaviour programmes. These will be written in liaison with the pupil, Parent, Class Teacher, Inclusion Manager/HT.

If after a visit to the Head Teacher the child continues to display inappropriate behaviour, the parents will be invited in for a formal discussion regarding the child's behaviour and the child will be started on a behaviour points system. The child will then spend the following 5 school days (KS2) or 2 school days (KS1), 1 school day (EYFS) in the classroom of one of the Partner Classes. (This is classified as an internal exclusion). At this point any extra-curricular clubs will be suspended.

Failure to comply at this stage will result in a fixed period exclusion from the school premises. (Please see below for details).

In the event of more serious, abusive, or threatening behaviour occurring, endangering pupil or staff safety, (and having exhausted all available avenues of support such as Educational Welfare, the Educational Psychological Service and Behavioural Support Service) the Head Teacher and Governors would refer to the DFE and Cidari Trust guidance which could ultimately result in permanent exclusion. The Chair of Governors and the CEO would be kept fully informed.

Any behaviour that has resulted in a sanction needs to be recorded on CPOM's with details of behaviour and actions prior to the incident and any action taken. If the behaviour has been of a serious nature please ensure a DSL has been informed verbally as well.

Reasonable Force

At Warton St. Paul's C of E Primary Academy we believe that the safety of all our pupils is paramount and, as staff, we must do the utmost to ensure that we have a safe working environment for all members of our school community.

To ensure this safe environment exists, occasionally we may have to use reasonable force to stop a situation escalating or guide a pupil to safety.

The term 'reasonable force' covers the broad range of actions, used by most teachers at some point in their career that involve a degree of physical contact with pupils. All members of school staff have the power to use reasonable force and this includes people the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents/guardians accompanying pupils on a school organised visit. However, de-escalation techniques are to be used first and foremost and 'Team Teach' trained staff will be called upon to assist where possible.

Force is usually used either to control or restrain. The definition of 'control' and 'restraint' is as follows:

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate

without physical intervention. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

To remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;

To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

To restrain a pupil at risk of harming themselves through physical outbursts.

In any situation force used must be 'reasonable in the circumstances', i.e. using no more force that is needed. Staff must also try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. We also recognise that we have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs.

In any incident, the decision to use reasonable force is ultimately down to the professional judgement of the staff members concerned and should always depend on individual circumstances.

Any incidents which have resulted in staff using reasonable force must be reported to the Headteacher. The Headteacher will then report incidents to the Chair of Governors. A written record of the incident will then be made and parents/guardians will also be informed as soon as possible.

Fixed-term and permanent exclusions

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the Trust and the Local Governing Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Committee itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The Local Governing Committee has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors'/Trust appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

PREVENTING BULLYING

We recognise the serious nature of bullying behaviour. When such an incident occurs staff members should follow the procedures clearly outlined in the Anti-Bullying Policy. Further details on bullying behaviour incidents can be found in the Anti-Bullying Policy.

ICT and, specifically, web-based resources, are increasingly being used across the curriculum. E-safety guidance will be given to pupils wherever and whenever such use occurs, in a manner appropriate to the age, understanding and skill level of the children.
(See school e-safety policy)

**Updated by Staff
January 2023**

Review January 2024