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<b>Target Audience</b>	Staff, Parents and Pupils
<b>Approving Committee</b>	Executive Committee
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<b>Policy Author</b>	Mr Platt/Mrs Clay

<b>Version Control</b>			
<b>Version No</b>	<b>Date Approved</b>	<b>Reviewed By</b>	<b>Changes</b>
V2	March 15	SLT	New rewards and sanctions added
V3	Oct 17	M Platt	Addition of Quiet Room clarification
V4	July 19	M Platt	Staffing appointments added
V5	Sept 21	M Platt/C Clay	Updated bullying and cyber bullying references
V6	Sept 22	MP	Added peer on peer abuse and harassment
V7	May 23	GW/KK/MP/CC	Wellbeing addition Sexualised Behaviour additions
V8	Sept 23	MP	Updated in line with DFE behaviour guidelines
V9	Nov 23	MP	Updated in line with Search & Confiscation Policy
V10	Dec 23	MP/CC	Updated to include pupils with SEND
V11	2 <sup>nd</sup> May 24	MP	Review of sanctions
V12	25 <sup>th</sup> Sept 24	MP Exec	Updated typos
V13	27 <sup>th</sup> January 2025	MP	Clarified time out areas
V14	16 <sup>th</sup> January 2026	MP	No updates required
V15	4 <sup>th</sup> March 26	MP	Section on mobile phones

### **St. Andrew's C.E. Primary School**

#### **Behaviour Policy**

##### **Purpose**

At St. Andrew's we feel it is important that we all expect the same standards of behaviour and are **consistent** in the way we manage children's behaviour. We have very high expectations of children's behaviour. We expect the children to treat each other and adults with respect and vice versa. We expect them to respect staff, property, each other and display good manners. Foul language is not tolerated and verbal and physical abuse are not acceptable.

**Our Mission Statement states that as a Christian school everyone is valued and respected.**

We provide and enjoy a high level of good behaviour at St. Andrew's. This is due in no small measure to the

commitment and dedication of all staff, teaching and non-teaching. Inevitably however, there are and will continue to be occasions when the behaviour of an individual or group of children gives rise for concern.

As one of the partners in the tripartite process of educating children, the others being parents and community, we should secure a policy which is clearly defined and implemented equally by all members of staff. We will create an atmosphere in which we may better fulfil our primary aims. Parents should then be in a position to realise that they too have obligations to co-operate with us in the process, which is essentially in their best interests.

***“Every child can achieve their goal”***

A class teacher works closely with his/her class for a period of only nine months. The relationship established during this brief time is the one on which teaching and learning and ultimately, progress will depend. Each individual should be valued in their own right, as a member of the group and known as well as possible. There will always be occasions during the course of the day when children will be praised or reprimanded. Verbal praise is the key to our relationships with children. Teachers and support staff recognise almost instinctively that the best incentive a child can receive is praise and lots of it. Such informal recognition is the fundamental basis of a child wishing to please and become motivated.

On the other hand, the need to reprimand from time to time is equally ever present and verbal reprimands will be conducted. In doing so, staff should make it clear to the child what the negative behaviours they have done are, but should not over - embarrass the child by the manner in which they are given. The child must, at the end of any sanction, know that there is a way back and that after a period of time, he/she is sure of reconciliation.

**Wellbeing Approach used to Manage Behaviour**

We teach children how to understand and manage their own feelings and behaviours. This has a positive impact on academic, social, personal and emotional outcomes.

The approach we adopt is to:

- **Identify feelings *first***
- **Give them time to calm down and self-regulate**
- **Give fair, consistent boundaries**

E.g.-Feelings: “You are angry and feel left out, so you kicked the bin over.”

Self-regulation: “Let’s go inside and take five minutes to calm down, there is some colouring in you can do.”

Boundary (once calm): “I’d like you to go and pick up the bin.”

**Pastoral Care**

St. Andrew’s has a strong pastoral care system, which gives staff the opportunity to develop an all-inclusive picture of our pupils. Staff place emphasis on promoting positive pastoral care for all pupils. They seek out the interests and involvement of children in ‘in-school’ and ‘out of school activities’, showing an interest in more than just academic achievements in the classroom. Our staff also use wellbeing interventions, a playground buddy system, house points and other rewards to promote positive behaviours.

Any pastoral concerns are logged on CPOMS and where necessary are referred to our school pastoral leads.

Emphasis is always on **praise and the fostering of good relationships**.

**Pupils with SEND**

We understand that some pupils with SEND may not always be able to easily regulate their emotions or behaviour. Therefore staff may adopt a different approach when dealing with any negative behaviours carried out by these pupils. Staff know these pupils well and will ensure that any sanctions are understood by them and appropriate to their level of understanding.

**AIMS OF THE POLICY**

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

To make boundaries of acceptable behaviour clear to ensure safety.

To raise awareness about appropriate behaviour.

To help pupils and staff and parents have a sense of direction and feeling of common purpose.

### **Whole School Approach to Behaviour**

#### **School Staff Expect that pupils:**

- Show respect for school property, each other and all adults by taking responsibility
- Walk around school- inside and out and enter/leave assembly quietly
- Are encouraged to show manners, respect and politeness, including table manners and opening doors.
- Use toilets appropriately and do not loiter
- Line up quietly and in mixed sex arrangements
- Enter school quietly and get ready for the lesson
- In KS1, at the end of playtime, stop on the bell, stand still, then walk sensibly to lines when the bell has finished.
- In KS2, at the end of playtime, walk sensibly to lines at the sound of the bell
- Don't interfere/distract other classes when walking in lines (older siblings waving to brothers and sisters etc)
- Know their safety and well-being is taken seriously and that their concerns will be acted upon
- Refrain from bullying, on- line bullying or engage in any sort of child on child abuse
- Don't engage in unwanted conduct of a sexual nature eg: sexual harassment, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting

#### **School Expects all staff to:**

- Foster an ethos and culture of respect around acceptance, tolerance and diversity so that all pupils, including those with SEND, can learn effectively.
- Provide a safe environment for pupils in line with KCSiE
- Not tolerate poor behaviour and act on incidents quickly and effectively
- Adopt a zero tolerance approach to sexually inappropriate behaviour. Sanctions will be proportionate and considered
- Expect high standards of uniform and PE kit
- Expect a calm/purposeful/well ordered classroom atmosphere stressing classroom safety
- Promote appropriate behaviour e.g. respectful behaviour, healthy relationships, body confidence and esteem and appropriate on-line behaviour
- Stay with their year groups until assembly begins
- Supervise lining up and walking pupils in. Lines are expected to be quiet in and out of school
- Supervise children to ensure they move quickly and calmly out of cloakroom areas
- Go out punctually when on duty
- Display class rules prominently and discuss them at the beginning of the year and regularly remind children about them. All are written positively
- Have the same high expectations of behaviour.
- Engage in behaviour CPD and Induction

### **Role of DSL and Deputy DSL**

The DSL and Deputy DSL will be kept informed and monitor the behaviour of children who maybe 'of concern' to them.

#### **Class Expectations/Rules are that we:**

- Don't talk/interrupt when the teacher or another child is talking during class discussion/carpet time
- Get into class promptly and settle quickly after play, lunch and other activities
- Keep our classrooms tidy and take care of our classroom equipment.
- Respect our teacher's space
- Don't aimlessly wander around

- Only visit the toilet with the teacher's permission

### **Role of Parents**

This is crucial in maintaining good behaviour. Parents are encouraged to become familiar with the behaviour policy and support its implementation wherever possible. School endeavours to work with parents as much as possible when managing children's behaviour, including celebrating successes.

### **Rewards**

We aim to encourage and reward good behaviour, both privately and publicly and we stress consistency. The following aspects **are the school's minimum requirement for consistency purposes**. Within each class there are additions and slight variations taking into account teachers' individuality and professionalism.

### **Whole School Positive Behaviour System**

House point system from Y1 onwards with a half-termly non-uniform reward for the winning house.

Pupil of the week certificates given at Friday assembly and also shared on Twitter.

Awards received outside of school shared in assembly and celebrated.

Stickers, positivity stamps, verbal praise for good work or behaviour.

HT special award stickers given for good work or behaviour, followed up with HT letter to parents, praising pupils and allowing them a non-uniform day.

Raffle tickets given out for courtesy/manners/good deeds/good work

Prefect system

We aim to get the balance right - too often means it becomes just another reward, **never** and it means nothing as it doesn't figure in the school day!

### **SANCTIONS (Deterrence, Protection and Improvement - see table below)**

Are employed initially by the class teacher. If felt necessary, the child is sent to a member of the Senior Management Team.

Foundation Stage - Mrs Platt

Key Stage 1 - Mrs Barlow Smith

Lower Key Stage 2 - Mrs Davies

Upper Key Stage 2 - Mr Royle

Deputy Head – Mrs Clay

Children are sent to these members of staff if they have already been given a warning, their behaviour is unacceptable or they are displaying more serious behaviour problems.

The Head teacher is generally a last resort. This is the **final sanction** and should be viewed very seriously.

If a child is sent to the Head teacher the reason will be recorded in a behaviour log. If a child appears in the log frequently, a phone call or letter to parents will be used to discuss behaviour. If a child has displayed a behaviour deemed particularly severe, such as physical violence, a phone call will be made to parents on the same day. Parents' support and co-operation is always sought in these matters.

**Lunchtime** - If problems arise the incident is discussed with the child/welfare staff;

- the incident may be logged
- a child may be removed from lunchtime activities
- a child may be removed from school lunchtime.

If an incident is of a severe nature it may be referred to the Head teacher immediately e.g. physical/emotional abuse.

We always attempt to achieve RECONCILIATION between children. If bullying is suspected it is investigated thoroughly e.g. discussed with individual, talk to other children, staff, welfare staff and parents. The child's behaviour is monitored closely over time to measure improvements.

### **Searching and Confiscation:**

Headteachers and authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school Behaviour Policy identifies as an item which may be searched for. Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

**Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

**Mobile Phones**

Pupils are not allowed to bring their mobile phones to school. This includes PTA discos, toy days and the leavers' meal.

For safety reasons, Year 6 pupils are permitted to bring them to school when they are beginning to walk home by themselves in preparation for high school. These pupils are responsible for their own mobile phones and they must be kept in their bags in the cloakroom. The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises.

**WHAT DO WE DO TO ENCOURAGE GOOD BEHAVIOUR**

We make clear our expectations of good behaviour

We discourage unsociable behaviour by promoting mutual respect

We encourage children to take responsibility for their own actions and behaviour

We set through example standards of behaviour and offer forgiveness

We praise good behaviour both privately and publicly

<b>'Typical' Behaviours and Consequences: Examples</b>	
<b>Behaviours</b>	<b>Possible Consequences</b>
<b>Stage 1 Minor Aggravations</b> Calling out, interrupting teacher/other pupils, ignoring instructions, talking when shouldn't be, silly noises, pushing. Accessing mobile phones	<b>Stage 1 Minimal Reminders</b> Eye contact. Change of seating. Frowns. Proximity monitoring. Verbal warnings by the teacher. Time out of class or playground as appropriate to their age. Sent to Phase Leader or Dep HT. Possible Head Teacher involvement. Temporary confiscation of phone
<b>Stage 2 Low Level Misbehaviour Examples</b> Eating/chewing, not responding to the teacher. Being disruptive, deliberately creating a disturbance. Accidental damage through carelessness, disobedience. Cheek/off hand comments. Minor challenge to authority.	<b>Stage 2</b> Separation from the rest of the class/group at a different table. Writing a letter of apology. Child to stand apart from class group and then sit down when the teacher feels they are ready to do so. (Mainly in assembly or larger group times). Possible telephone call or meeting with parents. Completing unfinished work at playtime.

<p><b>Stage 3 More Serious Misbehaviour Examples</b>  Swearing, throwing objects. Hurting others. Damaging property. Leaving class without permission. Repeated refusal to do set tasks. Continued cheek/challenging authority. Harmful/offensive name-calling. Bullying and cyber bullying</p>	<p><b>Stage 3</b>  Removal from class and/or sent to another class. Sent to Deputy Head or Phase Leader. Restricted playground areas (must be of adequate size) for as long as deemed necessary by school. Contact with parents by class teacher. Entry into a behaviour log (cpoms). Daily/weekly encouragement sheets Daily/weekly restorative practice work. Head Teacher involvement, possible report card. Possible telephone call or meeting with parents.</p>
<p><b>Stage 4 Very Serious Misbehaviour Examples</b>  Fighting and intentional harm to others. Throwing dangerous objects. Serious challenge to authority. Verbal abuse to any staff. Vandalism. Stealing. Persistent bullying/cyber-bullying. peer on peer abuse/sexual harassment</p>	<p><b>Stage 4</b>  Requires immediate involvement of Head Teacher. Telephone call or meeting with parents. Possible letter to parents. Head Teacher's report card. Good behaviour chart.</p>
<p><b>Stage 5 Extremely Serious Misbehaviour Examples</b>  Extreme danger or violence. Very serious challenge to authority. Verbal/physical abuse to any staff. Running out of school.</p>	<p><b>Stage 5</b>  Probably means immediate suspension or exclusion. Fixed term or permanent.</p>