



POULTON ST CHAD'S

CHURCH OF ENGLAND PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Behaviour Policy

Issue Number	Date	Author	Approver	Changes
1	25.11.21	Mrs Bitsakaki	Chair of Governors, Rev Martin Keighley	Newly written

Policy Statement:

Jesus taught us to love our neighbour as ourselves so we will treat everyone in the school with dignity and respect and develop our awareness of others' needs. As a Church of England School, we need to remember one thing: **'Love one another.'**

Aims:

To ensure that all our children learn in a happy, safe and loving environment; have a positive view of the school and of each other; understand what good behaviour looks like and understand our rewards and sanctions; demonstrate forgiveness to others and to themselves.

St Chad's Expectations for Behaviour:

Jesus taught us to love our neighbour as ourselves. So:

- We will listen to each other and respect each other's point of view.
- We will speak positively to each other and show empathy.
- We will behave well in lesson time so that everyone can learn.
- We will walk around school and hold doors to be polite to others.
- We will treat school property with respect.
- We will behave well in and out of school so that everyone will know how wonderful our school is.

Rewards:

We aim to develop patterns of behaviour in the children that will contribute to their learning. St Chad's children are very well behaved but we do not take this for granted. We believe positive behaviour should be acknowledged and rewarded. Children displaying positive behaviour are rewarded with:



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- House Points
- Certificates e.g. Star of the Week in Friday Celebration Worship
- Lunchtime awards
- Verbal praise in front of own class, key stage or whole school
- Visit to the Headteacher or a teacher of the child's choice for commendation
- Stickers
- 'Well done' messages sent/given to parents
- Positions of responsibility
- Extra break time

Sanctions:

When children display negative behaviour, there are consequences. Sanctions are clear, fair, shared with children and applied consistently by all staff. There are general sanctions depending on the incident and the age of the child. Sanctions consist of:

- Reprimand
- Verbal warning
- Name on the board
- Moving place
- Time out
- Loss of break time
- Removal of privilege (attendance at extra-curricular clubs, monitor jobs, representing the school, playing on Adventure Playground)
- Internal exclusion

Once there has been a sanction, staff will seek an opportunity to praise a child who has turned their behaviour around and we will try to 'catch them being good'.

A table showing unacceptable types of behaviour in three levels of seriousness is included in **Appendix A** – the higher the level, the more serious the issue. In all cases, the staff involved will investigate the incident and deal with it as they see appropriate. **Appendix B** shows strategies we use in school to manage behaviour positively in different situations

Exclusion

In extreme cases it may be necessary to exclude a child for a fixed term or permanently. Exclusion is used as a last resort: it is not a sanction for behaviour. Only the Headteacher can exclude a child. The



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guidelines from the DfE will be followed and the exclusion will be reported to parents, governors and the LA as appropriate.

<https://www.gov.uk/government/publications/school-exclusion>

Reasonable Force

In the extremely rare case of a child needing restraining we follow the guidance of the Local Authority (Lancashire) as outlined in their policy on the use of reasonable force to control or restrain pupils.

Children with SEND (Special Educational Needs and/or Disabilities)

We are an inclusive school and every effort will be made by staff to support children with social, emotional, behavioural, physical or learning difficulties. The SENCO, alongside staff, will provide support plans for children with SEND in accordance with the Code of Practice. A child with SEND may have more finely graded rewards and sanctions, with an aim to moving towards a whole school approach.

Family Support Worker

Children whose behaviour is frequently challenging will need additional support and may be placed on the SEN register. A positive intervention plan is devised where targets are set by our St Chad's Inclusion Team. These targets will be discussed with the child, parents and class teacher and sometimes outside agencies may be involved. By parents/carers working together with school, especially through the family support worker, intervention strategies will be more effective.

Home-School Agreements

To improve the quality of the relationship between parents, teachers and children, the school operates a home-school agreement, which is signed by parents, teachers and children. This forms a contract between all parties outlining their respective roles in the child's whole education.

Expectation of the School Community

Staff and Governors to:

- To model high expectations of courtesy and respect, and make explicit the Code of Behaviour and Anti-Bullying Code.
- Be calm, consistent and fair in dealing with children.
- Promote the aims and values of the school



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- Have high expectations of the children and each other.
- Meet the educational, social and behavioural needs of the children through an appropriate curriculum and individual support.
- To enable children to develop individual class rules, Christian values, social and emotional skills through the teaching of RE and PHSE.
- To keep records of incidents and respect confidentiality.
- Encourage regular communication between home and school
- Ask the children their opinions about behaviour and safety in school
- Behave in a professional and trustworthy manner at all times

Children to:

- To behave with courtesy and respect towards all members of our school family.
- Listen to others, respect their opinions, and follow their classroom rules.
- Take responsibility for their own actions and behaviour.
- Do as instructed by all members of staff throughout the school day.
- Be tolerant of others, irrespective of race, gender, religion and age.
- Talk to school staff if there is a problem- we can only help if we know!

Parents to:

- Be aware of and support the school's values and expectations.
- Keep us informed of anything that might affect their child's behaviour.
- Provide school with an emergency contact number, engage in dialogue with school and attend any meeting about their child that is deemed necessary.
- Trust school to deal with incidents fairly and consistently. Accept we cannot share information about other children and families and we cannot fully share details of how a matter has been resolved.
- Refrain from commenting negatively on social media or taking matters into their own hands.
- Remain calm and respectful to staff when dealing with matters relating to behaviour.
- Sign home school agreements.

Anti-Bullying Policy

We aim to make Poulton St Chad's Church of England Primary School a safe and happy place to be. Bullying, in any form and by any person, will not be tolerated in school. Claims of bullying will be listened to objectively and action will be taken with the Family Support Worker/Class teacher/SLT/ Headteacher following the **Anti-Bullying Policy**. Bullying behaviour is viewed seriously and is dealt with promptly. There is no such thing as acceptable bullying.



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We aim to create a culture of care and support where everyone feels valued because of whom they are. Everyone at St Chad's has the right to positive experiences in a safe environment.

Procedures for reporting and dealing with bullying:

- Parents to inform school of concerns.
- Headteacher to be informed of any concerns.
- Concern to be highlighted to necessary staff.
- Referral given to Family Support Worker to follow agreed Action Plan.
- Situation monitored and feedback given to parents.
- Headteacher re-states the school's expectations and requests that the child adhere to these expectations.
- If no improvement is seen then a more serious consequence may be enforced at the discretion of the Headteacher.

In General

We find our St Chad's children to be very well behaved, kind, helpful and co-operative and we rarely need to apply sanctions of any severity. Our children usually learn and play well together and know that they can speak staff if they are upset or have a problem. If there is an issue, staff will listen objectively and give advice as required. When looking into a problem, staff will try to gain all perspectives in order to deal with it in a measured, fair and supportive way. We promote the Christian value of forgiveness in all aspects of our behaviour management.

Finally

We believe that every child is a gift from God, and should be loved and valued. Our behaviour policy will seek to support this philosophy.

Mrs Bitsakaki (Headteacher)

November 2021

In consultation with the School Council 2021-22 and all staff



Appendix A

LEVEL 1

The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying class rules and sanctions. Many Level 1 behaviours can be prevented by good behaviour management e.g. teachers out at break before the bell is rung, children supervised at all times, careful seating plans, engaging learning activities, positive relationships with children and pre-emptive strategies.

Level 1 Low-Level Behaviours
<ul style="list-style-type: none">• Lack of respect for self/ others/ property• Interrupting the teacher, calling out, answering back• Wandering around class without purpose or leaving the class unnecessarily e.g. toilet trips• Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time)• Poor manners including lack of politeness, courtesy, forms of address• Unacceptable levels of noise• Bringing toys, food or inappropriate equipment in class• Spoiling other children's games or work• Making inappropriate comments about others (including telling tales, name calling, teasing)• Using inappropriate language including "Oh my God" and "Shut up"• Play fighting• Poor response to instructions• Poor lining up (break and lunch) including pushing in• Being in school without permission i.e. in class or cloakrooms• Running inside

LEVEL 2

Level 2 Behaviours
<ul style="list-style-type: none">• Repeated Level 1 Behaviours• Provocative behaviour towards others-taunting, enticing• Disobedience that endangers self and others• Swearing• Stealing• Extreme inappropriate behaviour (verbal or physical)



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- Defiance/Refusal to comply with the instructions of an adult
- Arguing back
- Rudeness to staff and other adults
- Lying
- Biting, punching, kicking, fighting, spitting
- Hitting back
- Destroying the property of school or other pupils

- All Level 2 behaviours will be referred to a member of SLT (the Senior Leadership Team) where the incident will be discussed and action taken.
- There is an immediate loss of 10 minutes playtime for Level 2 behaviours and a reflection sheet will be completed in The Behaviour Hub.
- Level 2 Behaviours will be recorded on CPOMs by the Class Teacher and parents informed.
- Persistent Level 2 behaviours may result in having a behaviour chart where targets are set and behaviour is monitored.
- Consideration will be given as to whether it is appropriate for the pupil to access extra-curricular clubs or represent the school e.g. football matches, inter-school quizzes etc.
- In the most serious or persistent cases, the Head teacher and the parents will be involved.

LEVEL 3

Level 3 Behaviours

- Dangerous refusal to follow instructions
- Swearing at staff
- Running out of school premises
- Physical Abuse of staff/supervising adult
- Verbal Abuse of staff
- Extortion
- Bullying- Refer to the Anti-Bullying Policy
- Racial abuse- Refer to Lancashire County Council Policy

- The Head teacher and the parents will be involved immediately.
- There is an immediate loss of playtime for Level 3 behaviours.
- The child will be internally excluded and will work in isolation.
- Fixed term exclusion may be deemed appropriate- only the Headteacher can make this decision



APPENDIX B

Strategies for Dealing with Inappropriate Behaviour

In the Playground.

In the playground, the staff on duty will use the following strategies to manage inappropriate behaviour. Initial steps may be overridden for incidents that are more serious.

1. Discuss the issue with the child and give a verbal warning.
2. Ask child to take time out away from their peers.
3. Inform the class teacher who will log the incident on CPOMS and discuss consequences with the child.
4. Class teacher to discuss with parents and inform them of strategies and support (e.g. temporary exclusion from the playground, use of Behaviour Hub, referral to Family Support Worker).
5. Refer to SLT (Senior Leadership Team).
6. Targets set and behaviour monitored.
7. Headteacher & parents to hold formal discussion.

In the Dinner Hall.

1. Discuss the issue with the child and give a verbal warning.
2. Child is asked to move away from their peers.
3. Class Teacher informed and consequences discussed with the child.
4. Sent to SLT (Senior Leadership Team) for further strategies (including withdrawal from Dinner Hall)
5. Parents and Headteacher informed.
6. Targets set and behaviour monitored.

In the classroom

1. Reinforcement of expectations
2. Non- verbal warning
3. Verbal warning
4. Visual Warnings (name on board, weather/rainbow system etc) which are to be restarted at each session
5. Physical Warning (change seats, time out).
6. Loss of break time in the Behaviour Hub. Children should be given the opportunity to earn back lost break times etc. through significant improvement.
7. 10 minutes time out in another classroom (KS1 go to Deputy Head, KS2 go to Assistant Head)



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8. If physical violence is displayed the child will lose playtimes for the rest of the day, or the next day if the behaviour is seen in the afternoon. They will complete a reflection sheet in The Behaviour Hub during 10 minutes and will be allowed 5 minutes break to go to the toilet and get some fresh air
9. Internal Exclusion to Headteacher
10. Refer to SENCO and implement an improvement plan/behaviour diary with clear targets and incentives. Parents to be informed of the plan.
11. If physical violence is continuously displayed, this will lead automatically to an internal exclusion.
12. Three internal exclusions will lead to a Fixed Period Exclusion, the length of time for which will be determined by the Headteacher. This procedure will follow Local Authority Guidelines.

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