



Newnham St Peter's Church of England Primary School and Pre- School

Behaviour Policy

To be read in conjunction with our:
Anti – Bullying and Hate Policy
Child Protection and Safeguarding Policy
Keeping Children Safe in Education 2019

Reference to school in this policy includes the Pre-School unless otherwise stated.

1.0 Introduction

1.1 The Behaviour Policy in Newnham St Peter's Church of England School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ.

1.2 Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:
"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."
Widely known as 'The Golden Rule', this teaching underpins our school rules

1.3 We aim to:

1.3.1 Foster a positive and compassionate environment in which all children can flourish and reach their full potential.

1.3.2 Create a culture that reflects our Christian ethos and modern British values.

1.3.3 Develop relationships based on respect, friendship, forgiveness, hope and between all members of the school community, including parents and members of the Governing Board.

1.3.4. Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways).

1.3.5. Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders

1.3.6. Give children the confidence that issues relating to behaviour will be referred back to **The Golden Rule** and the school's Christian values.

1.4 As a Church of England School we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are respect, friendship, forgiveness and hope.

2.0 The Children's Vision for Behaviour

2.1 The vision for Behaviour was written by the Peer Mediators and Head Boys and Girls (November 2019)

- 2.1.1 We respect and celebrate the uniqueness of everyone in our school.
- 2.1.2 We are a talking school. We know who to go to if we have a problem. We also know that it is important to support people when they have problems.
- 2.1.3 We want to give everyone a chance to have their voice heard, and respect the importance of democracy.
- 2.1.4 We know it is Ok to make mistakes and we learn from them.
- 2.1.5 We value our school and believe we should look after it so that it is a safe environment for everyone to learn and grow.
- 2.1.6 We are a kind and caring school and we do **not** tolerate bullying here.

3.0 Roles and Responsibilities

- 3.1 The Head Teacher has the day-to-day authority to implement the school Behaviour and Discipline Policy. She provides leadership to all the staff and children in the implementation of the policy and ensuring national and local duties and guidance is followed.
- 3.2 Children will:
 - 3.2.1 Build strong relationships
 - 3.2.2 Experience what it means to live as a member of an open, generous and forgiving community
 - 3.2.3 Benefit from a calm and secure learning environment
 - 3.2.4 Be fully involved in regular reviews of the Behaviour Policy (through School Council, Peer Mediators etc.)
 - 3.3.2 It is the responsibility of the governing board to monitor the rate of fixed period and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.
- 3.3 Adults working within school will:
 - 3.3.1 Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
 - 3.3.2 Be able to convey clearly and with confidence expectations of behaviour
 - 3.3.3 Benefit from a calm and secure environment in which to teach effectively
 - 3.3.4 Build positive relationships with parents and the whole school community
 - 3.3.5 Develop personally and professionally
- 3.4 Parents will:
 - 3.4.1 Be fully informed about the school's vision, ethos, core Christian values and the Behaviour Policy
 - 3.4.2 Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by **The Golden Rule** and the school's values
 - 3.4.3 Be confident that their child is developing personally, socially and academically
 - 3.4.4 Feel welcome in school to discuss their child's progress in a positive atmosphere

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4.0 Response to Good Behaviour

- 4.1 **Verbal praise and positive comments:** Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand the value, e.g. compassion, looks like in practice.
- 4.2 **House Points:** All children belong to one of four school houses; Robert Raikes, Elizabeth Fry, William Booth, Catherine Bovey. House points are awarded for behaviour as well as effort. The winning house is celebrated once a week in a celebration collective worship.
- 4.3 **Values Owls:** Value Owls are awarded to children demonstrating the school values. These children can be nominated by any member of staff, parents and or other children. Children who receive values owls are celebrated in celebration worship. One child from each class will get the opportunity to take the class value owl home for the week.
- 4.4 **Golden nuggets:** Golden nuggets are awarded to children demonstrating good behaviour. Each class will have a golden nuggets jar. Each term the children have the opportunity to work towards a whole class reward, this is awarded once the Use punishments sparingly; a removal of privileges will be used as the principal sanction class have filled their class golden nugget jar.
- 4.5 **The Courtesy Cup:** The Courtesy Cup is awarded termly by the Chair of Governors to the class that staff nominate as having has best shown the school values and been the politest and courteous.

5.0 Responses to Inappropriate Behaviour

- 5.1 When dealing with behaviour that falls below the expected standard throughout the school, adults will:
- 5.1.1 Use **The Golden Rule** as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- 5.1.2 Ensure that the child understands why his/her behaviour is not appropriate
- 5.1.3 Seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing
- 5.1.4 Establish the facts and reserve initial judgement
- 5.1.5 Use punishments sparingly; time out will be used as the principal sanction
- 5.1.6 Remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- 5.1.7 Provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable?
- 5.2 When dealing with behaviour that falls below the expected standard within the classroom, teachers will:
- 5.2.1 Deal with classroom problems, whenever possible, within the classroom

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- 5.2.2 Require unacceptable work to be repeated
- 5.2.3 Expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- 5.2.4 Inform parents if equipment is deliberately damaged and invite them to replace it
- 5.2.5 Use the 'ask, tell, send' approach (*Ask* – Ask a child to behave, reminding /her of appropriate behaviour. *Tell* – Tell the child to behave appropriately e.g. *I've asked you to sit quietly, now I'm telling you to sit quietly.* *Send* – If the child continues to misbehave, if appropriate he/she is sent to another area of the classroom for a 'Time Out' session. When the teacher has an opportunity he/she will speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to the next classroom in age order, with year 5 and 6 being sent to reception. If the behaviour continues or it is more appropriate the children will be sent to the Headteacher or a senior member of staff if the Headteacher is not available
- 5.2.6 The ask, tell, send approach will also be followed at play and lunch times and after school clubs. All staff will use a consistent approach.
- 5.3 When behaviour has escalated to the level of 'Send' this is logged using class behaviour files. When behaviour is linked to safeguarding it is recorded within the school's online record keeping system 'My Concern.' Behaviour is monitored by the headteacher.
- 5.4 In cases of bullying the school will follow the guidance set out in the anti-bullying policy.
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- 5.6 The Head teacher keeps a record of all bullying, racist or gender-phobic behaviour.
- 5.7 The Head teacher keeps a record of any pupil excluded internally, for a fixed period, or who is permanently excluded. See Appendix One.
- 5.8 The Pastoral Support Worker reports to parents about any behavioural issues regarding their child and is a point of contact for parents to share any concerns they may have.
- 6.0 Peer Mediators**
- 6.1 Peer mediators follow the core principles of the golden rule. They take care to listen to both side of a disagreement they seek to avoid confrontation and demonstrate compassion through active listening.
- 6.2 Peer Mediators report to the Headteacher termly. And are trained by the Pastoral Support Worker.
- 7.0 Bullying (See the Anti-Bullying Policy)**
- 7.1** Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. As such, bullying involves an imbalance of power between the perpetrator and the victim.
- 7.2 Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.**
- 8.0 Peer on Peer Abuse (See the Child Protection and Safeguarding Policy)**
- 8.1 Child on child abuse can take different forms: this is most likely to include, but may

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not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults, physical abuse, sexting and initiation/hazing type violence and rituals. The school makes it clear that abuse is unacceptable and should never be tolerated or passed off as "banter" or "part of growing up".

8.2 The Governing Board ensures that procedures from the Child Protection and Safeguarding policy are implemented in the event of child on child abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.

9.0 Severe Clause

This exists to be used in cases of serious verbal or physical aggression or complete refusal to obey staff. Parents will be contacted and exclusion from school for a fixed period may result. The guidelines outlined in the LEA exclusion policy will be followed. With regard to whole school events and activities that take place outside the school premises but within the school day; should a situation occur where a pupil displays signs of losing necessary control therefore potentially causing harm to themselves and / or those around them, the school may require parents to be present at the activity in the interests of safety. (See appendix One and Two)

This policy will be reviewed by the Governors annually.

Adopted and Signed..... (Chair)..... (Head Teacher)

Appendix 1: Exclusion at Newnham St Peter's C of E Primary School

1.0 References:

- 1.1 The School Discipline (Pupil exclusions and reviews) (England) Regulations 2012
- 1.2 Exclusion from maintained school, academies and pupil referral units in England DFE June 2012 updated July 2011
- 1.3 Exclusion from Maintained Schools, Academies and Pupil Referral Units:
A guide and information for Head teachers in Gloucestershire
Gloucestershire County Council January 2018
<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

2.0 Key Principles

- 2.1 Only a Head Teacher can exclude a pupil and this must be on disciplinary grounds (Gov guidance 3:1).
- 2.2 Any decision to exclude must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties), rational, reasonable, fair and proportionate (Gov guidance 3:1).

3.0 School

- 3.1 The school must apply the behaviour policies in a consistent, rigorous and non-discriminatory way with due regard to the Equality Act 2010. This Act has provision that allows schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
- 3.2 The Head Teacher decides how to apply the principles agreed by the Governing Board. The Head teacher draws upon the national and local requirements and guidance (see above).
Mitigating circumstances: Head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred e.g. where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying. (Gov guidance 3:17).
- 3.2 The Head Teacher will draw upon the help and advice from the Exclusions and Inclusions team.

4.0 Governing Board

- 4.1 The Governing Board agrees and publishes a set of behaviour principles (this policy) and it is up to the Head Teacher to implement the principles using her professional judgement. The Governing Board has a specific role and statutory duty in considering whether or not to re-instate an excluded pupil.

Appendix Two

The Use of Force

1.0 The Use of Force

- 1.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE-00295-2013, relating to Section 93, Education and Inspections Act 2006: Use of reasonable Force; Advice for headteachers, staff and governing bodies. Key staff are trained in Positive Handling approaches.
- 1.2 If it is necessary to restrain a child, this should be done when it can ideally be witnessed by another adult or child. If in doubt, do not use physical force at all but seek immediate help.
- 1.3 If it has been necessary to restrain a child or use force, a full written report by all those involved should be entered in the 'Positive Handling File held in a locked filing cabinet in the office.
- 1.4 If it has been necessary to restrain child parents are always informed.

2.0 Guiding principles on the use of force and the restraint of pupils

2.1 What is reasonable force?

- 2.2 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.
- 2.3 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 2.4 Reasonable in the circumstances' means using no more force than is needed.
- 2.5 As mentioned above, schools generally use force to control pupils and to restrain them. 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.
- 2.6 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.
- 2.7 School staff should always 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. Key staff receive training on the use of force.

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