



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

### SCHOOL POLICY

Policy name	<b>Behaviour</b>
Status	<b>Statutory</b>
Review period	<b>Annual</b>
To be read in conjunction with	<b>Anti – Bullying and Hate Policy Child Protection and Safeguarding Policy</b>
Required on website	<b>Yes</b>

### Review Progress

	<i>Changes made? Y/N</i>	<i>Name</i>	<i>Date</i>
<i>Stage 1 – Ready for review</i>		<i>Anne Nolan</i>	<i>30/09/2021</i>
<i>Stage 2 - Governor review</i>	<i>Y – see comments</i>	<i>Kerry Cox</i>	<i>25/10/2021</i>
<i>Stage 3 – Completion by HT</i>		<i>Anne Nolan</i>	<i>22/11/2021</i>
<i>Stage 4 - Adoption</i>		<i>GB</i>	<i>22/11/21</i>

### Related links

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gloucestershire.gov.uk/media/2092529/gswp-may-2019-changes-highlighted.pdf>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 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 and hope 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 perseverance, hope and thankfulness.

## 2.0 The Children's Vision for Behaviour

2.1 The vision for Behaviour was written by the Year Five and Six pupils (September 2021)

2.1.1 We believe that you should always treat people as you would want to be treated yourself.

2.1.2 We respect and celebrate the uniqueness of everyone in our school. We respect all races, religions and sexuality. We believe everyone has right to their own opinions and beliefs

2.1.3 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.

2.1.4 We want to give everyone a chance to have their voice heard, and respect the importance of democracy.

2.1.5 We know it is OK to make mistakes if we learn from them.

2.1.6 We believe that you should not make false assumptions about people based on how they behave or look and that everyone deserves the same chances in life.

- 2.1.7 We are a kind and caring school and we do **not** tolerate bullying here.
- 2.1.8 We value our school and believe we should look after it so that is a safe and pleasant environment for everyone to learn and flourish.
- 2.1.9 We respect school property.
- 2.1.10 We believe we should always be ready and willing to learn. When we move around school we do 'wonderful walking' so that we remain calm
- 2.1.11 We show our school values in whatever we do, wherever we go.

### **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 are expected to:
  - 3.2.1 Come to school ready to learn by being on time and having the correct equipment
  - 3.2.2 Respect staff, other children and visitors
  - 3.2.3 Use polite language and respectful language
  - 3.2.4 Follow instructions first time
  - 3.2.5 Cooperate with others
  - 3.2.6 Listen carefully and work to the best of their ability
  - 3.2.7 Move around the school sensibly and care for our environment using 'wonderful walking'.
  - 3.2.8 Aim to 'self-regulate' their own behaviour
- 3.3. As a result, children will:
  - 3.3.1 Build strong relationships
  - 3.3.2 Experience what it means to live as a member of an open, generous and forgiving community
  - 3.3.3 Benefit from a calm and secure learning environment
  - 3.3.4 Learn strategies to recognise and name emotions and self-regulate
  - 3.3.5 Support the school in keeping others safe, including complying to any additional requirements in place in relation to COVID 19
  - 3.3.6 Be fully involved in regular reviews of the Behaviour Policy (through School Council, Peer Mediators etc.)
- 3.4 Adults working within school will:
  - 3.4.1 Model self-regulation through their own interactions with others
  - 3.4.2 Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
  - 3.4.3 Be able to convey clearly and with confidence expectations of behaviour
  - 3.4.4 Benefit from a calm and secure environment in which to teach effectively
  - 3.4.5 Build positive relationships with parents and the whole school community

- 3.4.6 Be professionally curious about poor behaviour and recognise that poor behaviour or changes in behaviour patterns can be linked to abuse. Behaviour concerns will be recorded on My Concern (see Child Protection and Safeguarding Policy)
  - 3.4.7 Record behaviour that reaches the 'Send' threshold of the 'Ask, Tell, Send' approach on an ABC (Antecedent, Behaviour, Consequence) chart so that school, class and individual patterns can be analysed and individual or wider support put in place. See Appendix One.
  - 3.4.8 Provide a curriculum that promotes positive behaviour and values with a zero tolerance for harassment of any kind, including racial and sexual. By:
    - 3.4.8.1 Delivering sequential lessons that including material from the PINK curriculum and No Outsiders.
    - 3.4.8.2 Ensuring the curriculum includes timely delivery of the RSE curriculum and information about how to stay and be safe online enhance by School Beat Officer input.
  - 3.4.9 Receive appropriate training to support their role
- 3.5 Parents will:
- 3.5.1 Be fully informed about the school's vision, ethos, core Christian values and the Behaviour Policy
  - 3.5.2 Feel confident that all the decisions regarding behaviour are just, unbiased and informed by **The Golden Rule** and the school's values
  - 3.5.3 Be confident that their child is developing personally, socially and academically
  - 3.5.4 Be confident that their children are safe in school (including through the following of routines related to COVID 19)
  - 3.5.5 Feel welcome in school to discuss their child's progress in a positive atmosphere
- 3.6 Governors will:
- 3.6.1 Monitor behaviour and behaviour patterns including the rate of fixed period and permanent exclusions, and ensure that the school policy is administered fairly and consistently
  - 3.6.2 Receive appropriate training to support their role.
- 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. friendship 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:** Values Owls and certificates 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 values owl home for the week (provided this is assessed as COVID secure). The children's names will be displayed on a leaf on the school values tree for the remainder of the term.

- 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 class have filled their 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 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
- 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 lunch 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 them 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 Headteacher or a senior member of staff if the Headteacher is not available.

- 5.2.6 Where behaviour is physical or verbally aggressive, offensive or classed as bullying, staff will move directly to 'send.'
- 5.2.7 The ask, tell, send approach will also be followed at play and lunch times and before and after school clubs. All staff will use a consistent approach.
- 5.3 When behaviour has escalated to the level of 'Send' staff complete an ABC form to enable staff to better understand what the behaviour is communicating. Where behaviour is unacceptable either due to bullying, putting others at risk or ongoing disruption to learning an individual plan will be put in place that outlines procedures, support and sanctions these will be individually tailored to address need and regularly reviewed by the Headteacher
- 5.4 When behaviour is linked to safeguarding it is recorded on 'My Concern.' Staff are aware that changes in behaviour can be linked to safeguarding and may build a pattern over time. Behaviour is monitored by the Headteacher.
- 5.5 In cases of bullying the school will follow the guidance set out in the Anti-Bullying and Hate Policy.
- 5.6 The Headteacher keeps a record of all bullying, racist or gender-phobic behaviour.
- 5.7 The Headteacher keeps a record of any pupil excluded internally, for a fixed period, or who is permanently excluded. See Appendix Three.
- 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 Routines to support Behaviour**
- 6.1 Children are expected to walk when in the school building and demonstrate 'wonderful walking', walking in school that is both calm and quiet.
- 6.2 Adults use a hands up signal to indicate when children must stop and listen, this is used in lessons and to signal the end of playtimes
- 7.0 Peer Mediators / Playground buddies**
- 7.1 Peer mediators / playground buddies 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.
- 7.2 Peer Mediators report to the Headteacher termly and are trained by the Pastoral Support Worker.
- 8.0 Bullying (See the Anti-Bullying Policy)**
- 8.1 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.
- 8.2 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.**

**9.0 Peer on Peer Abuse (See the Child Protection and Safeguarding Policy)**

- 9.1 Child on child abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexual harassment, 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”.
- 9.2 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.

**10.0 Severe Clause**

- 10.1 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 LA 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)



## Appendix 1: ABC Charts

### 1.0 How to use an ABC chart

1.1 An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred, e.g. X threw item on the floor. C refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

### 2.0 Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- 2.1.1 When / what time is the behaviour most likely to occur?
- 2.1.2 During what activities is the behaviour most likely to occur?
- 2.1.3 Are there any times or activities during which the behaviour does not occur?
- 2.1.4 Where is the behaviour most likely to occur?
- 2.1.5 With whom is the behaviour most likely to occur?

### 3.0 It is also important to look at what consequences might be maintaining the behaviour:

- 3.1.1 What does the behaviour achieve for the child?
- 3.1.2 Does the child avoid or escape any activity by engaging in the behaviour?
- 3.1.3 Is the child rewarded in any way by engaging in the behaviour?
- 3.1.4 What might the child be attempting to communicate by engaging in this behaviour?

### 4.0 Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour, you are now ready to develop a plan.

- 4.1 What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
- 4.2 What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
- 4.3 How have you addressed the need that the child was trying to communicate?
- 4.4 Is there any need for a reward / incentive scheme in the short-term?
- 4.5 Have you addressed the needs of other pupils?

4.6 Have you communicated your plan to everyone who will be caring for the child?

**ABC (Antecedent, Behaviour Consequence) Chart Form**

Date / Time	Activity / Adult	Antecedent	Behaviour	Consequences
Date / time when the behaviour occurred	What activity was going on when the behaviour occurred and who were they with	What happened before that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour or as a result of the behaviour
Further actions as a result:				

**Appendix 2: 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 2017
- 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 Headteacher 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 Headteacher decides how to apply the principles agreed by the Governing Board. The Headteacher draws upon the national and local requirements and guidance (see above).
- 3.3 Mitigating circumstances: Headteachers 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).
- 3.4 The Headteacher 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 3: 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 a 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.

