



Aims of the Policy

Our School Aims state *“Within a Christian ethos we strive to create a caring community. We encourage all members of our school to respect themselves and each other. We establish high standards of behaviour, reinforced by praise and underpinned by Christian values.”*

Our School Values are Love, Courage and Respect. In order to achieve our aims, it is important that the highest standards of behaviour are expected of all children and adults within the school. Our behaviour policy sets out how this will be achieved and maintained.

Key Principles on which our Policy is based:

- Everyone has a right to be safe and be treated with respect.
- Everyone has a responsibility to behave appropriately.
- A consistent approach is essential for children to feel secure.
- Children do best when they have clear boundaries and when they know we have high expectations of them.
- Children thrive on praise – it is our role to catch them being good.
- Positive approaches which focus on reinforcing and rewarding appropriate behaviour are more effective than those which focus on punishing unacceptable behaviour.
- Wherever possible, we praise children publicly; and correct their behaviour quietly and individually.
- Adults in school should be role models of exemplary behaviour and warm, caring, respectful relationships with those around them.
- Parents are partners in the process of promoting social, emotional development and good behaviour.
- Everyone involved in promoting good behaviour in our school needs to be aware of our policy, procedures and practices.

Putting our Policy into Practice

We expect children to behave well so that they can flourish as enthusiastic and successful learners.

Behaviour which stops the teacher teaching, children learning and causes anyone in the school community to feel unsafe or undermined, needs to be addressed and corrected.

The children are expected to behave to a high standard, so that they are willing and ready to learn. Members of staff endeavour to recognise and praise such behaviour as much as possible.

As well as the normal vocabulary of praise and encouragement that teachers and support staff should use daily, we have the following more formal rewards across the school:

- i. Stickers to reward good manners, kindness and good behaviour. These may be given out by any adults in the school – teachers and learning support assistants, lunchtime supervisors, visitors working with children.



- ii. Class rewards for good behaviour – Star of the Day awards; ; additional playtime or other rewards; working towards a special treat.
- iii. Visits to the Headteacher, Deputy Headteacher or other member of staff to share good news about behaviour.
- iv. House points – these are recorded on a class chart. House points are used for children in Y1 to Y6. (More instant rewards in the form of stickers are more appropriate for children in Acorns.) House points are awarded for good behaviour, good manners and for hard work, effort and improvement. House points can be awarded by any adults in the school.
- v. Receiving House Point certificates in assembly. Children are awarded certificates in the following values: 25 house points – Bronze; 50 house points – Silver; 75 house points – Gold. Once 75 House points are reached in an academic year, children work towards Merit badges – 100 points – Bronze; 125 – Silver; 150 – Gold. Any child achieving more than 150 House points in a year is given a Cross badge to wear permanently on their uniform.
- vi. Headteacher's Certificates in Celebration Assembly – We hold a weekly assembly for Y1 to Y6 where teachers put forward two children to receive a Headteacher's Award certificate. These are often for good behaviour, particularly for those children who consistently demonstrate kindness and consideration towards others. Children in Acorns attend this assembly in the summer term.
- vii. Announcements to the school community in Collective Worship – when classes are praised by visitors or by members of the public when on a visit, we make a point of celebrating in front of the whole school community. Children are encouraged to 'try' to get the general public to notice them for their beautiful behaviour – for being good ambassadors for Andrews' Endowed School.
- viii. We try to share with parents our pleasure when children consistently behave well through informal discussion, phone calls and notes home. We are aware that it can sometimes seem that we devote more energy to improving the behaviour of a very small minority than to celebrating the consistent good behaviour of the vast majority.

Promoting the Behaviour Policy in Practice

All children must have a clear understanding what is acceptable and what is not acceptable in behaviour. All the children in the school must know and understand these principles. Children in their classes, and the School Council should be involved in negotiating these and reviewing them periodically. The outcomes of these discussions become the class rules and the school rules. Our most recent discussions drew up the following list of our school rules:

- **Love** others, put others before yourself
- Be positive and **try** your best
- Use **kind** hands, kind feet and kind words
- Make **safe** choices
- **Respect** school property

We remember a key word from each rule to help us – Love, Try, Kind, Safe, Respect



The children must understand that if their behaviour falls outside what is expected they will bring consequences upon themselves. It is important for all to realise that they are responsible for their own actions. Making the wrong choices will lead to unpleasant consequences for the child, whether that be missing playtime or an experience they were looking forward to, or simply learning to recognise the feeling inside that comes from having disappointed someone, and then wanting to work to re-earn that person's trust or pride in them.

A culture of positive praise and encouragement exists in the school. This should be promoted and developed at all times, so that we build children's self esteem and help them to take pride in themselves. As well as adults praising and encouraging good behaviour, we encourage children to tell us good news about each other's behaviour, and to model good behaviour to each other.

Our Christian ethos enables us to talk with the children about care and respect for each other, within Christian principles. It gives us a basis for exploring with the children the fact that making mistakes is part of our human frailty and that honesty and openness when we make a mistake is the best way forward, so that together we can reach a point of forgiveness and be helped to try harder in the future. We encourage our children to show Love and Respect for each other and for the school, and to have the Courage to own up and face the consequences when they have not made good choices, We help children to understand that forgiveness does not mean they can behave badly and then just say sorry – that it is about learning to truly appreciate the needs and feelings of others and doing everything in their power to behave well so that everyone is safe and happy.

What Constitutes Inappropriate Behaviour?

We believe that it is essential to distinguish between a bad child and bad behaviour. Under no circumstances should a child ever be told that (s)he is naughty/bad/defiant. A distinction must be drawn between the child and the behaviour. While it is perfectly acceptable to say, "You are behaving badly" or "that was the wrong choice you made," no child must be told "You are bad." Bad behaviour can be rectified, but labelling the actual child as 'bad' implies that there is no hope and no redeeming aspect of that person. Similarly, when a child has done something well, we endeavour to build them up by praising their behaviour, identifying the skill they have used so they recognise it and can use it again. "Well done! I like the way you showed such self-control."

When children overstep boundaries or make poor choices, it is important to correct them, so that they can know they have done something wrong and so that they can learn from their mistakes. Normally this can be done with a look from the teacher or a quiet word to them. In the vast majority of cases this will prevent further recurrence.

When children are showing repeated inappropriate behaviour, the first thing to be done is look for the reason. Generally reasons fall into the following categories, which require different approaches. These are external influences:

- Short term factors - illness/tiredness/over-excitement/attention seeking etc.
- Inappropriate work being set – too hard, too easy. The best way to achieve good behaviour is to provide children with stimulating, high quality learning activities and an environment in which they want to please and do well.
- Problems at home - it is vital to forge strong, mutually supportive relationships with home, and we encourage parents and carers to let us know if there are changes going on at home as these may affect their child's behaviour.



- Making the wrong choices through lack of understanding.
- Deliberately/defiantly making the wrong choices.

If a member of staff becomes aware of an issue surrounding the child that may have a detrimental effect on them, they should discuss their concerns with their Key Stage Leader, the Deputy Head or the Head.

If the poor behaviour is because of inappropriate work being set e.g. lack of suitable differentiation/challenge/learning activities, it is important to look urgently at how to remedy this. This can be done through discussion with the Key Stage Leader, the SENCO, colleagues or the Head. In many cases, more appropriate work can solve a problem.

If the inappropriate behaviour is because of poor understanding of what constitutes a right and wrong way to behave, then more complex strategies are required. It may be necessary to involve the SENCO and/or outside agencies such as the Primary Behaviour Service to help the child to understand what is and is not acceptable behaviour. The involvement of parents should be sought at an early stage.

Continuous Inappropriate Behaviour

We have very few children who demonstrate continuous inappropriate behaviour, but the action to be taken when events do occur is as follows:

- i. If a child disrupts a lesson, the teacher should warn the child about their behaviour, and move their name to the 'sad' side of the whiteboard to remind them of their misdemeanour. They should be given time to reflect on their behaviour and rectify it.
- ii. If a further warning is needed, a cross is recorded next to the child's name, and the child is given a yellow card signifying that they will miss 5 minutes of their playtime. The card is given to the teacher on duty, and the child stands quietly at the edge of the playground for the duration of their time. Occasionally, a red card, signifying 15 minutes of missed play, is issued, if the child has disrupted the lesson for a third time and 2 crosses have been recorded.
- iii. If further intervention is needed, the teacher should send another child or the teaching assistant to find a senior member of staff. No child is allowed to disrupt a lesson for whatever reason. The class teacher will keep a record of such incidents.
- iv. If the behaviour occurs on the playground during unstructured time, the staff member on duty or LSA should send for either the class teacher or a senior member of staff.
- v. If a child misbehaves at lunchtime, Lunchtime Supervisory Assistants will seek to resolve the incident using our behaviour policy. A record will be made of the incident (unless it is very readily resolved), and the child's class teacher informed at the end of lunchtime. In cases of very poor behaviour, a member of the SLT is informed and appropriate action is taken.



When inappropriate behaviour is first noticed as becoming regular, parents and the Headteacher should be informed at a very early stage and thereafter at every stage. Parents will be notified at the end of the day if their child has had to miss playtime or has needed a senior member of staff to become involved. Staff should let the Head know of any instance where they have needed to talk to parents about a child's behaviour, so that improvements can be monitored.

Should the inappropriate behaviour continue, the Key Stage Leader should be directly involved. The SENCO, Deputy and Head may need to become more directly involved if the problem is not resolved at this stage.

The Headteacher will consult with the class teacher/Key Stage leader/SENCo/parents (as appropriate) to agree a range of suitable options to deal with inappropriate behaviour. These may include:

1. Motivational charts/ stickers
2. Withdrawal of privileges
3. Separation from peers at playtime or lunchtime
4. Working in another class
5. Child being 'on report' for a period of time
6. Exclusion at lunchtime
7. Fixed term exclusion

Whilst sanctions are taking place, efforts will be made to discover the cause of the problem. This should be done through discussion with the child, other teachers, the KS leader, the SENCO, the Deputy, the Head and the parents.

If continued inappropriate behaviour is due to a Social, Emotional and Mental Health Difficulty (SEMH), the SENCO will be involved in target setting using an Individual Behaviour Management Plan (IBMP) to help those children who may have a specific need in behaviour.

We have a member of our support staff team who is specially trained in supporting children's behaviour and emotional wellbeing, called our ELSA (Emotional Literacy Support Advisor). It may be appropriate for the child to receive a short series of sessions with our ELSA, during which skills for improving behaviour and/or developing positive relationships with peers and adults can be directly taught.

Measures Taken In Extreme Cases of Inappropriate Behaviour

The steps so far are those which will be adopted under normal circumstances when continuous inappropriate behaviour is shown. In extreme cases, other measures will come into immediate effect.

Where a child:

- i. deliberately harms another child or adult;
- ii. persistently refuses to obey an instruction from an adult;
- iii. destroys property;
- iv. uses offensive/aggressive language or behaviour to another child or adult;
- v. behaves in such a way as to prevent others from learning;



then sanctions will come into immediate force and parents will be contacted by telephone.

If this behaviour continues the child may be excluded from school for a set period and ultimately may be permanently excluded. These final stages are at the discretion of the Headteacher and the Governors.

Exclusion Policy

The school follows the Hampshire Local Authority document 'Exclusions Guidance for Hampshire Schools' and works with the Inclusion team at the Local Authority to ensure that correct procedures are strictly adhered to and mandatory reporting requirements are met.

The Local Authority's policy complies with DFE exclusion guidance for schools: "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" (Sept 2017) or its successor guidance, and the school receives regular updates to ensure its procedures are fully compliant.

The Full Governing Body will appoint annually an Exclusion Committee of at least three governors who will carry out the Governor duties as laid down by the Department of Education and will consider their Terms of Reference to be as the governor responsibilities as set out in the above document.

Use of Physical Intervention

Staff should not use physical force of any kind when dealing with poor or bad behaviour. A few exceptions do exist however under Section 550A of the Education Act 1996. Full details of this can be found in our Restrictive Physical Intervention Policy, including where and when it can be used, together with mandatory reporting requirements after any such event. This policy is a Local Authority policy for use in all Hampshire schools.

In summary, reasonable force *may* be used by authorised staff "to prevent a pupil from doing or continuing to do, any of the following":

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

However these do not cover anything that could be described as constituting the giving of corporal punishment.

The authorised members of staff in this school are the teachers, SENCO, the learning support and special needs assistants, office staff and the lunchtime supervisory assistants.

This Behaviour Policy will be reviewed every three years.



This Policy should be read in conjunction with the school's Bullying Policy and Restrictive Physical Intervention Policy.

Copies of these policies can be found on the school website or can be provided on request at the School Office.