



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we create a caring community through our Christian ethos. We encourage all members of our school to respect themselves and each other. We establish high standards of behaviour, guide our children through moral decisions and promote an understanding of responsibility reinforced by encouragement and underpinned by Christian values. It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our Aims

- Create a culture of exceptionally good behaviour: for learning, for the community, for life;
- Help learners take control over their behaviour and be responsible for the consequences of it;
- Build a community which values kindness, care, good humour and empathy;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- Promote community cohesion through improved relationships;
- Expect high standards of behaviour of all children and adults

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 and be respectful of others.
- 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 encouragement which helps children to be more self-confident and self-reliant.
- Positive approaches which focus on reinforcing appropriate behaviour are more effective than those which focus on punishing unacceptable behaviour.
- Wherever possible, we encourage children publicly, if they are comfortable with this; and correct their behaviour quietly and individually.
- Adults in school should be role models of exemplary behaviour and show caring and 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

The school expects every member of the school community to behave in a considerate and respectful way towards others.

Teaching Staff will:

- Be a visible presence around the school to encourage appropriate conduct;
- Refer to our school behaviour rules of Love, Try, Kind, Safe, Respect;
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all learners;
- Use a visible recognition mechanism throughout the school day;
- Be calm;
- Never ignore or walk past learners who are making poor behaviour choices;

No adult is expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to learners.

Senior Leaders will:

- Take time to welcome learners at the start of the day;
- Be a visible presence around the school;
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support staff in managing learners with more complex or entrenched negative behaviours;
- Use behaviour data to target and assess school wide behaviour policy and practice;

Children will:

- Have a clear understanding what is acceptable and what is not acceptable in behaviour;
- Know, understand and follow the School's rules of Love, Try, Kind, Safe, Respect;
- Work hard to model positive behaviours and build relationships, with support if needed;
- Discuss and reflect on their choices of behaviour with Teaching Staff;
- Engage in their learning;
- Be responsible for their behaviour;

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.

Recognition and Rewards for Effort

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

- i. Stickers for good manners, kindness and high standards of behaviour. These may be given out by any adults in the school.



- 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, and other members 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 high standards of 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, it is shared and celebrated in front of the whole school community. Children are encouraged to be good ambassadors for Andrews' Endowed School and to reflect on how their behaviour would be perceived by others in wider communities.
- viii. We try to share with parents our pleasure when children consistently behave well through informal discussion, phone calls and notes home.

Promoting the Behaviour Policy in Practice

The School Council are 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 their behaviour has consequences. If inappropriate behaviour is shown by a child, then there will be a consequence for their behaviour. 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 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 instead 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 for the school to correct them, so that the child knows they have done something wrong and so that they can learn from their mistake. Through focused discussions about the child's behaviour, the negative behaviour should be rectified.

When children are showing repeated inappropriate behaviour, the reason will be investigated. 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 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 Primary Behaviour Service always spend time working out what the behaviour is trying to communicate, working with parents and school. 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 and will share the records with the SLT.
- 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.
- vi. Teachers will hold a discussion with the child using the following questions



- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been directly affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

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 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. This will also be recorded on the 'Communicating with Parents' proforma. Should the inappropriate behaviour continue, the Key Stage Leader should be directly involved. The SENCO 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 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

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

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.

Control Box

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		Responsibility	Governing Body

Associated Policies, Documents, Agencies:

Anti-Bullying Policy
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.

Legislative links

- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010

Appendix 1

Governors' Behaviour Statement

Governor's Responsibilities

Under the Education and Inspections Act, 2006 (sections 88(1) & (2) and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2016), the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

Governor Statement of Principles

The purpose of this statement is to give guidance to the Head Teacher in drawing up the behaviour policy by stating the principles which governors expect to be followed.

The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

At Andrews' Endowed Church of England Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

This statement and the behaviour policy will be reviewed by Governors on an annual basis, unless changes at national or local level necessitate an exceptional review. The statement is available upon request from the School and can be found on the School's web site and it is also held in the School office.

Governors support that Teachers have a right to expect:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others to achieve beyond their full potential in a safe, secure and orderly environment.
- That there is a pupil behaviour management policy in place, consistently applied, which clearly sets out the consequences of failing to meet the required standards of behaviour as well as the rewards for good behaviour
- A zero-tolerance policy of verbal and physical abuse to staff;
- Regular training of all staff in techniques for the avoidance and management of pupil indiscipline;
- Timely support by senior member of staff;
- To be able to raise concerns about pupil behaviour with senior colleagues without any blame or judgement on your teaching abilities or competence.