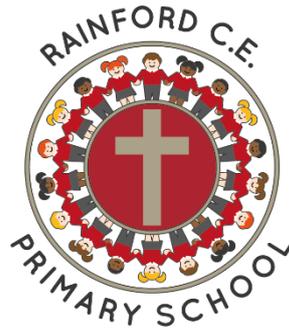


RAINFORD CHURCH OF ENGLAND PRIMARY SCHOOL AND RAINDROPS PRESCHOOL



'Learning and growing together to achieve our best in the love of God'

Behaviour Policy

For approval by FGB: 10th December 2019

To be reviewed on or before: Autumn 2022

Signed..... Chair of Governors

Signed..... Headteacher

To be approved: 10.12.19
Review period: tri annual

Reviewed by: AR

Status: Active

Our Mission Statement

'Learning and growing together to achieve our best in the Love of God'

School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary School aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient and independent learner who embraces new experiences, has confidence to tackle challenges and go onto develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

Behaviour Policy Aims

- To promote a positive and caring environment in which pupils feel valued and secure, where positive behaviour is celebrated and effort and achievement are valued and rewarded. Where negative behaviour is displayed, it is our duty to try to change this behaviour to a more positive approach.
- To ensure that pupils are positively motivated in order that they may develop a sense of purpose in all aspects of school life.
- To create a community in which pupils are considerate and courteous, relating well to each other and to adults.
 - To encourage pupils to be responsible for and realise the consequences of their actions within a secure framework which reflects our Christian values and encourages independence.
- To ensure that all adults show a consistency of approach to behaviour, rewards and sanctions throughout the school and that pupils are made aware of this consistency by reinforcement during lunch and play-times.
- To ensure that agreed rules, rewards and sanctions are communicated clearly to all concerned and that expectations, boundaries, responsibilities and rules are clearly understood.
- The school is aware of its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.
 - The school will liaise closely with parents and other agencies.
 - The school will take appropriate disciplinary action against pupils who are found to have made malicious accusations against staff.

The Roles of the Staff

Behaviour Management is the responsibility of all staff at Rainford CE Primary School.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

Records of all reported serious incidents of misbehaviour including bullying and racism are recorded on CPOMS.

If a child puts themselves or others at risk then it will be necessary to use positive handling strategies which may include physical restraint (see Positive Handling Policy). Staff will have up to date training with Team Teach. Please note that although every effort is to keep children safe

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors and the Local Authority will be informed without delay if the decision is taken to permanently exclude a pupil and they will be informed at least once a term for fixed term exclusions. Governors will meet within 15 days of a permanent exclusion. (See Exclusion Policy)

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should follow the graduated steps as laid out in this policy in response to any poor behaviour.

The class teacher should refer to SLT when a child continues with low level disruptive behaviour after receiving a red card on the 'Good to be Green' system. Children receiving red cards should be recorded in the Red Card book by a member of SLT.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the SENCO and the Headteacher) if there are concerns about the behaviour or welfare of a child.

If a child is continuing to demonstrate low level disruptive behaviour, the teacher should discuss the matter with SLT and a behaviour plan may be produced in consultation with parents.

The Learning Mentor

The Learning Mentor may be employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team. The school may also seek the involvement of the Behaviour Improvement Team in order to further support a particular pupil and the school.

SENCo

It is the role of the SENCo to involve the Behaviour Improvement Team if necessary.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school and follow this protocol:

- Alert issues to school staff quickly
- Try to remain calm and objective about what has happened and keep what has occurred in proportion and adopt a collaborative, problem solving approach.

The Role of Pupils

Pupil Code of Conduct

Our pupils' Code of Conduct was agreed by the School Council on behalf of everybody. The Code of Conduct should be displayed around the school and in classrooms. The code should be discussed with the children at the beginning of each term and at other times when necessary.

Rainford CE Primary School Code of Conduct

Always try your best and never give up set a good example and always show kindness to one another

Treat others as you would like to be treated

Always tell the truth

Respect each other's belongings

Walk around the school sensibly

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

To be approved: 10.12.19
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- Rules should be written up neatly and prominently displayed in the classroom.

Classroom Strategies for Promoting Positive Behaviour

- Descriptive Praise - how we speak affects how pupils learn
- Using Rules - consider alternatives to repeating, reminding and nagging
- Reflective Listening - respond to pupils in a calm way so they can focus on solutions
- Rewards – see Good to be Green below
- Routines and Rituals - consider ways to foster self-reliance and strong work habits
- Engaging lessons – children who are interested in what they are doing are less likely to misbehave
- Differentiating - simplifying/enriching work so that pupils can cope and really learn to succeed

In the classroom

We have a consistent approach to the management of behaviour within the classroom, based on the 'It's Good to be Green' Strategy. It is an approach which should be followed by all members of staff. Every class has a Wall Chart, displaying the names of each pupil, along with a 'It's Good to be Green' card. At the start of each day, each pupil has a green card on display; however, this may change, in line with the behaviour/consequences detailed below. Each afternoon is a fresh start and all the cards are turned to green. For example, if a pupil has received a red card in the first part of the day, then a consequence will need to be given for that, however, the afternoon is then a fresh start for every pupil. Red cards must be recorded by a member of SLT in the Red Card book. If a child continues to make wrong choices, after receiving a red card, a member of SLT should be called to intervene and prevent further disruption to learning.

The Consequence Pathway

Pupils should be given a quiet, verbal warning by the teacher, highlighting incorrect behaviour and specifying to the pupil what he/she needs to do. This verbal warning should be given quietly and discreetly, not delivered in a raised voice. The teacher may give a 'stop and think' card at this stage. The aim here is to point out behaviour that is unacceptable, not to humiliate the pupil. If the disruptions by the pupil continue, then the pupil should be asked politely to move their card onto 'Warning card'. The pupil should apologise to the member of staff, before returning to their own seat. Another disruption will lead to their card changing from a 'warning' card to a 'consequence' card. Sometimes a pupil's behaviour

may be more extreme and they may need to turn their card straight to 'consequence' card. Below are some actions that could lead to cards being changed.

Warning card – low level misbehaviour	Consequence card – more serious misbehaviour or repetition of low level misbehaviour
<ul style="list-style-type: none"> • Getting out of seat unnecessarily • Speaking over the teacher • Shouting out • Singing/humming in class (does not apply when asked to sing by teacher) 	<ul style="list-style-type: none"> • Fighting • Attacking a pupil or member of staff • Causing damage to property • Throwing items • Disrespect to a member of staff • Swearing

Rewarding Good Behaviour

Daily reward- Children who have stayed on a green card all day will have the chance to win the Golden cushion for the next day.

Weekly Reward- Children who have stayed on a green card all week will take part in a raffle in Celebration assembly. The children have the chance to win a £5 voucher for a book store.

Weekly Reward- All children who do not go to a Consequence card within a week will be rewarded with Golden time. This is 15 minutes of free choice play in their classroom on a Friday afternoon. Any children that have been given a Consequence card that week will not receive this golden time.

Consequences

If a child has received a consequence card, sanctions can include the following depending on the seriousness of the misbehaviour:

- Miss some of all of a number of break times
- Parents will be informed by the class teacher
- Children may be withdrawn from extra-curricular activities including football/school trips etc.

As well as our Good to be Green whole school system, we praise and reward children for good behaviour in a variety of other ways:

- Teachers congratulate children.
- House points, Certificates, Class dojos
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Each week one child from each class is nominated to receive a certificate in the Awards assembly, to celebrate attitudes and achievement.
- The Head teacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

Expectations of the School

Rainford CE expects the school Code of Conduct to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Assistant Headteacher, Deputy Headteacher or Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In extreme cases each teacher has an 'assistance required' card which a child will present to a senior member of staff to signify that the teacher needs immediate assistance.
- The following behaviour triggers a child being sent immediately to the Headteacher or Deputy Headteacher:

❖ physical violence or threatening behaviour

- ❖ swearing intentionally to cause offence
 - ❖ racist, sexist or homophobic remarks (these are recorded under the appropriate category on CPOMS and reported to Governors)
 - ❖ repeated disobedience
 - ❖ repeated low-level disruption (red card)
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- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
 - Racist incidents will not be tolerated in any form.

Playground Expectations

Expectations for playground behaviour are very clear to all staff and children.

- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues then the child will be sent inside to the Headteacher.
- Serious incidents such as aggressive behaviour both physical or verbal will be dealt with by the Headteacher or the Deputy Headteacher.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.
- Positive behaviour is acknowledged with praise
- Behaviour concerns are recorded on CPOMS by supervisors detailing incident, responses and action taken
- Serious misbehaviours are reported verbally to class teacher

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Staff record incidents on CPOMS. A record of parental contact is included within the log. This is monitored regularly by senior leadership team.
- If a parent is contacted by a teacher to discuss behaviour or welfare concerns, the Headteacher must be informed.
- Class teachers must be informed by playground supervisors of any playtime incidents.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions may occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Children bringing in or handling prohibited items in school
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Damage to Property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

Power to use reasonable force

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

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. Staff will use as much force as is 'Reasonable in the circumstances' which means we will use no more force than is needed.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disruption or disorder. 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 pupil needs to be restrained to prevent violence or injury.

“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.

School staff will 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. All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the individual staff member concerned and should always depend on the individual circumstances. We do not have a ‘no contact’ policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Some examples of when staff can use reasonable force:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Staff will never use force as a punishment – it is always unlawful to use force as a punishment.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, e.g. when comforting a distressed pupil, demonstrating how to use a musical instrument, demonstrating exercises or techniques during PE lessons or sports coaching and during the administration of first aid.

When using reasonable force staff will make reasonable adjustments for disabled children and children with special educational needs (SEN). We do not require parental consent to use reasonable force on a pupil; however, we will always try to pre-empt the use of reasonable force through early intervention and prevention. If we perceive that we may need to use reasonable force with a child we will meet with parents/carers to develop a positive handling plan in the first instance.

Telling parents when force has been used on their child

We will discuss any incidents with parents/carers involving the use of force in order to work together to prevent future incidents unless there is a valid reason not to, such as if the child may be put at risk of harm. School will keep a record of any incident in which reasonable force has been utilised. Parents should sign the record.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- 2) Power to search without consent for "prohibited items".

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items":

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Returning confiscated property.

Weapons and knives and other legally prohibited materials must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

Malicious Allegations

Rainford CE Primary School will not tolerate malicious allegations against staff or pupils. Should a pupil make malicious allegations against a member of the school that investigations find to be unfounded then appropriate sanctions will be agreed with the Governing Body. Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to

the member of staff being identified. In such an instance parents/members of the public would be in breach of the reporting restrictions and as a result there could be a range of legal consequences.

Uniform and Standards of Appearance

We expect all pupils to wear their uniform with pride, whether they are in school or outside in the community as they travel to and from school. We expect pupils to be smart in appearance at all times. Pupils must be in **full uniform** at all times. Pupils not in school uniform or in breach of rules regarding hair style, make up or jewellery may be removed from lessons and parents contacted to resolve the matter.

Mobile Phones/ Electrical Equipment

- Pupils are not allowed a mobile phone or other electrical equipment in school.
- Children in Year 6 who require mobile phone for use before and after school should hand it to the class teacher for safekeeping until home time. Before bringing the phone into school, parents should complete the mobile phone form available from the class teacher.
- Pupils should expect the mobile phone or electrical equipment to be confiscated by a member of staff if it is seen.
- Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment and discussions with parents. It could also result in Police involvement.

Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at 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.

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, know what the school policy is on bullying and follow it when bullying is reported.

Pupils and parents should be assured that they will be supported when bullying is reported.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

- It is the wilful desire to hurt, threaten or frighten someone. (Tattum and Herbert. 1990)

- Bullying is deliberate harassment or an aggressive act which causes hurt to another. The hurt can either be physical or psychological; inflicted by one child or a group (NSPCC).
- It is deliberately hurtful behaviour, repeated often over a period of time and difficult for those being bullied to stop the process (George Robinson. 1995).

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting, e.g. hiding books, threatening gestures, etc.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of, or focussing on the issue of sexuality.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, e.g. camera and video facilities.

Refer to the Anti-bullying policy for additional information and procedures to address bullying.

Taking account of SEN, disability and the circumstances of other vulnerable pupils

- We will make reasonable adjustments in the application of our behaviour policy to disabled pupils.
- We will make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- We will plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- We will try to identify at-risk pupils in advance.
- We will ensure that all those in contact with the pupil know what has been agreed.
- We will make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We will ensure that all staff are aware of appropriate referral procedures.

Definition of Disability

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement.

Some pupils with more complex behavioural, emotional or social difficulties (SEMH) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD), hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled - the impairment simply needs to exist.

Taking account of race, religion and culture

- We will avoid discriminating against particular racial groups in the application of their behaviour policies.
- We will monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- We will ensure staff are well informed about cultural differences in behaviour and their implications.
- We will support newly arrived pupils in understanding and following the behaviour policy.
- We will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

Liaison with parents and other agencies;

- Parents will be made aware of the school Behaviour and Anti-Bullying Policy at least once a year.
- Parental consultation will be sought to agree a strategy for the support of any child considered to need it.
- Pastoral support will be initiated in consultation and agreement with parents.
- Referrals will be made to appropriately identify outside agencies following discussions and agreement with parents.
- Temporary or permanent exclusion from school will remain an option as a last resort.
- Staff should consult with a member of the SLT when behaviour causes concern (Headteacher, Deputy Headteacher/SENCO/Safeguarding Lead, Asst. Headteacher).
- The Headteacher, Deputy Headteacher/SENCO/Safeguarding Lead, Asst. Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

Complaints Procedure

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. Where parents or carers feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher or Deputy Headteacher who will investigate each case thoroughly and follow the school complaint's procedure which is available on the school website, or via the school office.

This policy also applies to Raindrops, Breakfast and After School Clubs.

This policy should be read in conjunction with the following policies:

The Governing Body's Statement of Behaviour Principles

Anti-bullying Policy

Child Protection and Safeguarding Policy

E-Safety and Acceptable Use Policy

SEND policy

Exclusion Policy

Positive Handling Policy