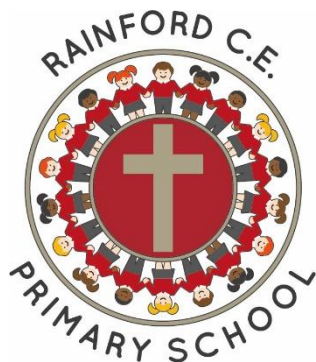


**RAINFORD CHURCH OF ENGLAND PRIMARY SCHOOL
AND RAINDROPS PRESCHOOL**



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

Behaviour Policy 2023

For approval by LGB: March 2023

To be reviewed on or before: Spring 2024

Signed..... Chair of Committee

Signed..... Headteacher

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 Schools 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 children feel valued and secure, where positive behaviour is celebrated and effort and achievement are valued and rewarded.
- To ensure that the learning environment is calm and enables children to achieve to their full potential
- To ensure that children 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 children are considerate and courteous, relating well to each other and to adults.
- To promote children' self esteem by providing an effective system of rewards and praising effort in work and behaviour
- To encourage children to be responsible for and realise the consequences of their actions within a secure framework which reflects our Christian values and encourages honesty and forgiveness
- To ensure that all adults show a consistency of approach to behaviour, rewards and sanctions throughout the school and that children 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 children with special educational needs/disabilities and how reasonable adjustments are made for these children.
- The school will liaise closely with parents and other agencies.
- The school will take appropriate disciplinary action against children who are found to have made malicious accusations against staff.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all children.
- To ensure any students who are teaching in their class also have high expectations of all children.
- To uphold the 'Rainford C.E. Code of Conduct' at all times.
- Treat all children fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a nonconfrontational manner
- To use positive language e.g. I notice that you..... this is breaking the school rule of..... I need you to.....ending with a positive e.g. thank you for listening, or remember when you.... that is what I expect
- To raise children' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the code of conduct, class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

The Role of the SENCO

It is the role of the SENCo to advise teachers regarding strategies for SEND children that can be used in the classroom to meet a child's needs and reduce the likelihood of disruptive behaviour. The school may consider a Behaviour Plan which would be shared with parents and, if necessary, the school may consider the involvement of outside agencies including the Behaviour Improvement Team.

Expectations of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school.

- To support the Rainford CE Code of Conduct and School Behaviour Policy
- To share concerns about children's education, welfare and behaviour with the school
- To take an interest in children's work and celebrate their achievements
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy
- To attend parents' evenings and support school functions
- To inform the School Office for all absence on the first morning that the child is absent
- To ensure that children arrive in school on time
- To dress children in school uniform and to provide appropriate P.E. and swimming kit
- To provide good role models for children
- To support their child in completing homework, including listening to them reading regularly

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all children to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously. It is expected that when children are walking in a line through the building, that the first child in the line would hold the door for the rest of the class.

Rules and Routines

Our school rules and relentless routines are laid out in our Pupil's Code of Conduct:

School rules – Be Ready, Be Respectful, Be Responsible

Routines

Sitting like STARS – **sitting up**, facing forward, **tracking** the speakers, **attention** on learning, **respectful** hands and **silence** when asked for

Wonderful Walking

Stop sign – when adults want attention they will use the stop sign by raising their hand. All children will copy the sign, stop speaking and face the adult.

PUPIL CODE OF CONDUCT

Always try your best and never give up

Respect each other and each other's belongings

Encourage one another

Be honest

Be polite and show good manners

Sitting like STARS

Wonderful Walking

Find the joy!

School Wide Rewards and Recognition

At Rainford C.E. children will be recognised for their good behaviour in a number of ways:

Recognition Boards

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

Good News Notes

Certificates, good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

Class Dojos

Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc.
- Displaying our Christian values.
- Completing homework on time.

When awarding the dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'. All teachers have access to their own class

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online dojo point system but any member of staff can award dojos and inform their class teacher so they can be added to the system.

Once awarded a dojo, it should never be deducted.

The reward system is graded as follows:-

Any noteworthy behaviour 1, 2 or 3 at a maximum for awarding dojos

100 Dojos Children receive a bronze certificate.

200 Dojos Children receive silver certificate.

300 Dojos Children receive gold certificate

400 Dojos Children receive platinum certificate and prize.

500 Dojos Children receive rainbow certificate and prize

It is expected that 500 Dojos could be reached over the course of several terms.

Hot Chocolate Wednesday

Children who consistently show our behaviour values may be invited to hot chocolate and biscuits with Mrs Richardson

Class Rewards

Teachers may also use their own ways to promote good behaviour within the classroom e.g. Star of the Day, raffle tickets, marble jars, golden time etc. However, these additional rewards must not replace whole school rewards e.g. Recognition Notes, Dojos, Star Awards etc.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using adult discrepancy based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1 Non-verbal warning e.g. frown, stern look, and silence. Positive comment to children displaying the expected behaviour.

Stage 2 Verbal warning

Stage 3 Child's name written down

Stage 4 Cross put beside child's name (5 or 10 minute loss of playtime)

Stage 5 Another cross by child's name (loss of whole playtime)

Stage 6 Child will be sent to a named class for 'time-out'

Stage 7 Child referred to Assistant Headteacher, Deputy Headteacher, Headteacher

Stage 8 Parents/ Carers contacted/ invited into school to discuss child's behaviour

Stage 9 In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusions

Missed Playtime: The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time).

Parents are to be informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term. If a child has been to missed playtime 10 or more times during a half-term, they may miss an activity or treat e.g. visit out of school / Christmas Party.

Children should be encouraged to reflect on their poor behaviour choices and think about who has been affected and what choice would have been better.

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Internal Exclusion: Parents are informed by letter (Letter to be kept in the office). Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities e.g. visits out

Fixed Term Suspension: Children will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion: The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Rainford C.E. and will need to find another school.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist, sexualised or homophobic comments
- Inappropriate name calling
- Defiance/rudeness towards any adult
- Using abusive/offensive language
- Stealing
- Swearing
- Spitting

However, it is important to note that serious behaviours can be dealt with by all staff

Notes for Application of Sanctions:

1) Teachers have to record any significant incidents in their class behaviour record book and send it with the child if they are going to 'missed playtime'.

2) Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and where possible in private.

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- 3) Teachers are also expected to communicate with senior managers about behaviour concerns.
- 4) Teachers are encouraged to keep children in themselves during playtime to complete work if necessary- this is not an appropriate use of 'missed playtime'.
- 5) No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour. Children will be introduced, and reintroduced, to these systems during whole school worship and personal reminders where adults deem necessary.

Restorative Thinking

Our school community uses Restorative Thinking to help create a restorative and safe learning environment. Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services. The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

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Child on Child Abuse

Child on child abuse is most likely to include but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals.

The school will follow our Child on Child Abuse Policy which outlines the following actions:

1. Gather the facts
2. Consider the intent (being to risk assess)
3. Decide on the next course of action which may include a referral to social care or the police if a crime has been committed
4. Informing parents
5. Decide on next steps – support and consequences

Banned Items

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As per standard school guidance, certain items will not be permitted. A search can be carried out if it is believed that a pupil has brought any banned item onto school premises.

These are:

- Any harmful weapon
- Drugs

Positive Handling

When a child puts themselves, other children or staff at risk, staff can use 'reasonable measures' in accordance with our Positive Handling Policy and call for additional support if needed. Staff will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children' behaviour in these circumstances "to such extent as is reasonable." The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

Staff Training

Training on the Behaviour Policy takes place during INSET each year. Regular CPD sessions take place throughout the year. Staff receive a copy of Tom Sherrington's Walkthrus book.

Leadership and Management

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Leaders monitor and evaluate the effectiveness of the Behaviour Policy regularly through learning walks and drops ins. The school provides regular monitoring reports to the Local Governing Body.

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

The Governing Body's Statement of Behaviour Principles

Exclusion Policy

Positive Handling Policy

Anti-bullying Policy

Child Protection and Safeguarding Policy

Online Safety and Acceptable Use Policies

SEND policy

Appendix A

Managing Behaviour Positively - Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class will have a Recognition board.

The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working”

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”

2. Name or tallies go on the board to recognise children who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Children are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Appendix B

Playground Golden Rules

Kind hands, kind feet, kind words

We listen and follow instructions first time

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see the Assistant Headteacher, Deputy Headteacher or Headteacher. The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the yard under any circumstances until all classes have been collected. This involves the supervision of football or other ball games which children play on a rota. Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

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Lunchtime Rules

Lunchtime supervisors are able to award stickers for good behaviour in the dinner hall and on the yard. Any pupil who returns from dinner with a lunch time sticker will be awarded a dojo point by their class teacher. Lunchtime supervisors are also required to keep a written log of any significant incidents of behaviour in the 'Lunchtime Behaviour Book'. Lunch time supervisors will discuss with the Headteacher any persistent misbehaviour that is causing concern. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes. At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised and may use Year 6 prefects to help.

Dining Hall Rules

1. We walk
2. We use quiet voices
3. We remember our manners – please and thank you
- 4.-We are polite and respectful to everyone
5. We leave the table and floor clear of rubbish
6. We eat our own food only