



## **St Katharine's CofE Primary School**

### **Behaviour Policy**

*From Little Acorns Great Oaks Grow*

Date of approval	July 25
Approved by	Niki Jones
Review date	July 26

### **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is underpinned by trauma informed learning and practise.

The school has only 3 school rules: we are safe, respectful and considerate but the primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective way.

The school expects every member of the school community (staff, volunteers, parents and pupils alike) to behave with courtesy and in a considerate way towards others. We treat all children fairly and with compassion and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and highlights good behaviour, developing an ethos of kindness, compassion and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Strategies for promoting good behaviour**

We aim to foster strong, positive relationships throughout the school. Discipline is not just imposed. Desired behaviour is made very clear; behaviour to be encouraged and behaviour to be discouraged are explicit. School rules are simple and easily remembered by everyone. They reinforce our chosen school values, especially that of respect.

All adults in school (staff and volunteers alike) listen to and respect every child. They recognise each child's challenges and difficulties and will help them understand that we all struggle at times. We are a trauma informed school and use those strategies and approaches that align with that.

Adults don't jump to conclusions but will deal with each child and with each incident separately. We listen carefully in the first instance and establish the facts of each incident.

Adults practise a restorative approach.

Adults praise and reward children when good behaviour or improved behaviour is shown. If a child does something wrong, the child will be made to know that it is the behaviour that is disapproved of and not the child themselves.

### **Rewards and sanctions**

- We praise and reward children for good behaviour in a variety of ways:
- staff congratulate children
- staff give children learning gems
- each week we nominate a child or children to be the 'star gem learner / gem jar bearer'
- each 'gem jar bearer' will wear a sticker home to communicate that they were chosen to take the gem jar up because their learning stood out during the week.
- we distribute learning gems to children for learning that reflect our learning values; the 5Rs, a growth mind-set and being a purple learner, who is ready for challenge.
- Hearts: children are nominated by their teacher and other students for examples of when they have lived out our values and/or school rules. We frame this as children who have

made school a happier, more loving place to be. This reflects our school prayer '*...so may we remember to carry this love into our everyday lives in all our dealings with others.*' Heart stickers are given out to those children who are mentioned by their teachers.

*\*Teachers monitor rewards to ensure that these are given fairly and consistently across the year.*

We aim to acknowledge the efforts and achievements of children, both in and out of school, in our weekly 'Celebration Worship'.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All inappropriate behaviour is explained and framed using our 3 rules: We are: 'respectful, considerate and safe'. When sanctioning a child, staff aim to do this discreetly and privately. Children are reminded with a quiet word and reminded of previously good behaviour.

We expect children to listen carefully to instructions in lessons. If children persistently struggle to do this, teachers may move a child until they are able to return to their group. We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.

If a child is disruptive in class, the teacher "uses language of choice" to enable the child to make a better decision about their behaviour. If a child misbehaves repeatedly, we may choose to isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.

If a child threatens, hurts or bullies another pupil, the class teacher informs the Principal, who records this as a significant incident, the parents of the children involved are informed.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parent/guardian and seeks an appointment to discuss the situation, with a view to improving the behaviour of the child. This may involve the creation of an individual behaviour plan which is shared by the child, teacher and parent. The behaviour plan may also involve other pupils affected by the bad behaviour, eg the rest of the child's class. The plan will be regularly reviewed and, where appropriate, changes agreed with everyone involved in its creation. Any change will be notified immediately to all other members of staff in contact with the child, particularly the school SENCO.

We use CPOMs to record incidents of poor behaviour that cause harm or significant disruption to things or others. Where a behaviour incident has been reported and recorded on CPOMs parents are informed. If there are successive CPOMs records within a short-term parents may be invited into school to discuss this with the class teacher and/or Principal. Sometimes this might involve the SENDco.

The school does not tolerate bullying of any kind (see the school's separate anti-bullying policy). 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.

Staff should be aware of the DfE's 'Use of reasonable force: Advice for Principals, Staff and Governing bodies and the Local Authority's 'Policy on Positive Handling and the Use of Reasonable Force'. A copy is available in the staff room. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher**

It is the responsibility of the class teacher to foster good relationships.

The class teachers aim to promote good behaviour using the strategies described in this policy. It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and abides by school rules.

Staff in our school have high expectations of the children including of behaviour; they strive to ensure that all children work to the best of their ability.

Staff treat each child fairly and with courtesy and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO or Principal.

The class teacher liaises with the SENCO or Principal, who contacts external agencies, as necessary, to support and guide the progress of each child. The SENCO, Principal or class teacher may, for example, discuss the needs of a child with the LA behaviour support service or raise it at a solution focussed surgery with external providers of support for SEND for e.g. an educational psychologist.

We take the view that all behaviour is communication. We understand therefore that there are many reasons that sit behind the behaviour that children display. As such we understand the impact that both trauma and a SEN will have on the way a child behaves. This underpinning ensures that we are curious and solution seeking in our approach to incidents of poor behaviour that is not in line with our expectations.

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

### **The role of the Principal**

It is the responsibility of the Principal 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 Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, supplementing the policy with procedures and practices issued after consultation with staff and by supporting staff in the implementation of the policy, this will also involve ensuring that all staff are adequately trained to meet this expectation.

Records of all reported serious incidents of misbehaviour are made using CPOMs. All reports are shared with the Principal or co-written with them. Parents are **always** informed of a significant incident and where possible on the day that it has occurred. Records of all significant complaints (written, electronic or oral) by parents concerning behaviour will be kept by the Principal. These will typically be recorded on CPOMs so that all records are kept in one easily accessible location and that build a comprehensive chronology of any concerns.

The Principal has the responsibility for any exclusions or suspensions of individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken in line with the school, EAT and local authority procedures for suspensions and exclusions (see separate policy).



The Principal will ensure that all new members of the School (whether staff, volunteer, pupil or parent) will, as part of their induction process, be appropriately informed of the ethos of the school and the standards of behaviour expected. Adults working at the school have ready access to a copy of this policy.

### **The role of parents**

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, in response to a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the Academy Council**

The academy council has the responsibility to know the underlying principles held within the behaviour policy but do not have responsibility for its implementation or oversight. If the academy council have concerns about behaviour in school this would be raised with the Chair who would in turn raise concerns with the Principal.

### **Suspensions and Permanent Exclusions**

\*Please see separate policy

### **Monitoring**

The Principal monitors the effectiveness of this policy on a regular basis. They also report to the EAT board of trustees (this report is further shared with members of the academy council) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of significant behaviour incidents on CPOMs. All staff have training on CPOMs and can make a record of an incident. Persistent incidents of low-level behaviour will be dealt with on a case-by-case basis. This may include records on CPOMs but may also include a short term intervention alongside advice from the SENDco.

The Principal keeps a record of any pupil who is suspended or who is permanently excluded. This information is shared with the LA using the Perspective Lite reporting tool.

It is the responsibility of the board of trustees to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will remain in place (interim) until an agreed model policy is available from EAT.

**Principal Signature:**

**Date: July 2024**