



All Saints' Church of England Primary School

Our theologically rooted vision:

'Seed fell on good soil. It came up, grew and produced a crop, some multiplying thirty, some sixty, some a hundred times.' (Mark 4.8)

Positive Behaviour Policy

Mission Statement

All Saints' is a welcoming school community that aims to engage the full potential of all its pupils. Within a framework of Christian teaching, the values of love, hope, kindness, respect, truthfulness and forgiveness underpin all that we do at All Saints'. Our aim is to develop confident, capable and caring children.

Policy Reviewed by Governors: November 2024.
Next Review: November 2025

Positive Behaviour Policy

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 and well. 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.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It 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 and considerate way.

The school expects every member of the school community to behave in a considerate and helpful way towards others. This policy is designed to promote the school values of truth, hope, respect, kindness, forgiveness and love. We want our whole community to flourish.

We treat all children fairly and apply this behaviour policy in a consistent way. We encourage pupils to consider how their behaviour impacts on others whilst developing the concepts of justice and reconciliation.

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 rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. We celebrate good behaviour, rather than merely deter anti-social behaviour.

Our School Rules are as follows:

- **We do what we are asked to do by school staff and co-operate with others in our school.**
- **We listen and choose our words carefully to show respect for others.**
- **We have safe hands and feet so that we do not hurt other people.**
- **We look after our school so that we have the best place to learn.**
- **We try our best to work hard and take responsibility for our learning so that we are proud of our achievements.**

Our Policy is based on the belief that good behaviour needs to be taught and supported by school staff and parents. **Our policy is based on the belief that:**

- **Good behaviour is not automatically learned but needs to be taught and supported by parents, teachers and school staff.**
- **A child can improve their behaviour and school staff assist pupils to manage their behaviour effectively.**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform choices

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal and any other drugs including medication
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Inappropriate images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Rewards and Sanctions

Recognising and rewarding good behaviour is the most fundamental part of our policy. We praise and reward children for good behaviour in a variety of ways:

- Teachers/staff congratulate children and give attention for good behaviour – eye contact, smiling, thumbs up and other non-verbal strategies.
- Teachers and Teaching Assistants give 'dojo' points as an instant acknowledgement of positive behaviour. A small prize is given when the agreed individual target has been achieved. Examples of prizes include pencils, small toys or a special privilege within the class.
- Younger children are also given stickers in response to specific improvements in behaviour or as recognition of the effort required to attain a new skill.
- Rewards are sometimes given to the whole class as an acknowledgement of their ability to work together to achieve.

- Examples of these include extra playtime/golden time/ class disco etc.
- We give star certificates to children either for consistent good work or behaviour, or to acknowledge improved effort or acts of kindness in school.
- All classes have an opportunity to take part in an achievement 'Star Assembly'.
- Good/ improved work may be taken to show the Headteacher or other adults in the school community. Improved behaviour may be acknowledged in a similar way.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to share their achievements out of school during circle-time.
- We have a 'Participation Plus' award for pupils who represent our school at out-of -hours events such as sporting tournaments, Arts events or church celebrations. These are presented at assemblies.

The school employs a number of sanctions to ensure a safe and positive learning environment. Sanctions are applied consistently by staff, but with the provision of flexibility to take into account the individual needs of children.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we at times, ask them either to move to a place nearer the teacher, or to sit on their own. Should the poor behaviour continue then the child may be asked to work in another classroom or with a senior member of staff.
- We expect children to try their best in all activities, including homework. If they do not do so, we may ask them to redo or complete a task. They may be asked to complete this work before going out to play.
- Staff make swift responses to low level disruption to ensure that this does not impact on teaching and learning. They are clear that their disapproval is related to the behaviour/ disruption and not the child themselves.
- If a child's behaviour falls short of the agreed expectations, then they may receive a 'red dojo' as a reminder that improvement is required. Continued poor behaviour that results in two 'red dojos will cause the child to miss a playtime.
- Pupils who misbehave may miss playtimes and are asked to reflect upon their inappropriate behaviour. At all stages, staff mentor children to ensure they understand their behaviour is unacceptable and how these impacts on themselves and others. If poor behaviour continues the pupil may be asked to spend playtime discussing their behaviour with a senior member of staff.

- Senior leaders monitor the frequency of behaviour related incidents and may contact parents where a child is continuing to behave inappropriately.
- If a child deliberately hurts another pupil, the child is sent to a member of the Senior Leadership Team. Staff teaching our youngest children in Nursery and Reception Classes will use their discretion as to when this is appropriate.
- Pupils are also sent to senior teachers if they use racist, homophobic or particularly offensive language.
- For some incidents of poor behaviour parents may be contacted by letter or via telephone. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This is also the case when more serious isolated incidents occur.
- Forgiveness is one of our school values and wherever possible we seek to promote reconciliation. We encourage pupils to apologise for poor behaviour either verbally or in written form. We also strive to help pupils to understand the impact of poor behaviour on themselves and others. We believe that it is important to seek conflict resolution between pupils who disagree or have a damaged relationship.

The class teacher discusses the school's expectations of good behaviour with each class and the 'All Saints' Promise' is displayed in each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class at an appropriate time or during 'circle time'. (Refer to Anti Bullying Policy).

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. (Refer to the Anti Bullying Policy). **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

The school operates the 'Playground Pal' buddy scheme and to promote friendship and positive play.

Staff Intervention

All members of staff are aware of the principles covering physical intervention when dealing with pupils. Staff only intervene physically to restrain children or to prevent potential injury to a child. The actions that we take are in line with government guidelines on the restraint of children.

The Role of the Pupils

- Pupils will be made aware of the following:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

The Role of the Class Teacher and other Staff

Teachers and teaching assistants establish consistent levels of acceptable behaviour with the support of parents and school leaders. A positive classroom atmosphere together with encouragement, praise and recognition of effort are key to successful classroom management. Staff support pupils to make good choices. They are good role-models for pupils through demonstrating courtesy, consideration and co-operation when interacting with other adults. Staff supervise pupils effectively and are on hand to deal with issues as they arise.

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and refers to the school's expectations of good behaviour and the children's own agreement.

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

Teachers provide a calm and organised learning environment.

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

The class teacher is responsible for recording all significant behaviour incidents on CPOMS. These include when a child has received two or more dojos in a day or has been involved in a more serious incident i.e., deliberately hurting others and use of inappropriate language. Concerns raised by parents related to behaviour should also be logged. If an incident occurs when the teacher is not present i.e., on the playground, it should be reported to the class teacher and logged by the member of staff who dealt with it. The class teacher will liaise with parents or senior staff if necessary.

The class teacher liaises with external agencies and other appropriate staff, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Early Help Co-ordinator, SENCO or LA behaviour support service.

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 Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 2002 and subsequent legislation and guidance including

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

The headteacher is responsible reviewing this policy in conjunction with the governing board.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. This includes ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor pupil behaviour.

The Headteacher ensures new staff are given a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. All staff are offered appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour on CPOMS. Senior Leaders liaise with parents regarding serious incidents of misbehaviour.

The Headteacher has the responsibility for issuing 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.

The Role of Parents

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

We explain the school's good behaviour expectations and sanctions in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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. The teacher may ask to speak to a parent either in person or on the telephone. At times, a letter may be sent home.

If the school has to use reasonable sanctions towards a child, 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 senior teachers, then the Headteacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

We expect parents to discuss issues concerning the behaviour of their children in a calm and respectful manner.

At times, staff may wish to discuss the behaviour of the child either with or without the child present and we would ask the parents to support us with this.

The Role of Governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Positive Behaviour Policy. The governors hold the Headteacher to account.

Vulnerable Pupils

The school acknowledges that a small number of pupils may find self-regulation challenging and may struggle to make the correct choices available to them in order to control their own behaviour. This may be especially true of pupils with a high level of social and emotional need. For these pupils, the normal reward or sanction procedures may be insufficient to support them. In these circumstances, we may use an individual reward chart or, if needed, develop a more thorough individualised Behaviour Plan. Pupil progress and the strategies used will be reviewed regularly.

Fixed-Term and Permanent Exclusions

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light a fixed period exclusion may be extended or converted to a permanent exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard proof; i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

A decision to exclude a pupil permanently will only be taken if it is;

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour and incidents are monitored to ensure that no groups of pupils are disproportionately affected by this policy.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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

November 2024- November 2025

Review

The governing board aims to review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.