

# **ELLEL ST JOHN'S PRIMARY SCHOOL BEHAVIOUR POLICY**

Autumn 2022

***Loving, living and learning in the light of Christ***

***We believe that each child is known, unique, special and made in the image of God. Our children will discover a love of learning for life through an inspiring curriculum full of opportunity. Our school family is a welcoming, friendly community that builds compassionate and resilient children ready to take their place in the world.***

The Head teacher has overall responsibility for Behaviour Management within school.

## **Statement of Principles**

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, knowing that they are special, unique and made in God's own image. We are a caring community, whose values are built on mutual trust and respect for all. The school's 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. Our Christian Value of the Half Term always promotes this through all we do.

The school expects every member of the school community to behave in a considerate way towards others. One of the most powerful determinants of a child's behaviour is a positive adult role model. We require all adults to provide a positive model of behaviour by treating children, parents and one another with friendliness, honesty, care and courtesy.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Context**

This policy links to other school policy documents, eg. Anti-Bullying Policy, Health and Safety Policy, Online Safety Policy, Single Equalities Policy, Safeguarding and Child Protection Policy, Attendance Policy, Home School Agreement, Teaching and Learning Policy, Preventing Radicalisation Policy and SEN policy.

## **Rewarding Good Behaviour**

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children.
- Staff give individual children team points. These are given to children, either for consistent good work or behaviour.

Wyre – Yellow

Ribble - Red

Conder- Green

Lune - Blue

- The winning team each half term is given a reward of extra playtime.
- Each month we have a Celebration Assembly where each child will receive a Headteacher award across the year.
- Each class has their own reward systems which include:
  - Star of the day
  - Star of the Week
  - Class Dojo points
  - Golden peg

### **School Rules**

Our whole school rules are set out in our Home School Agreement which parents are asked to sign on their child's admission to school:

- Support the school's standards, values and ethos
- Encourage your child, by example, to respect others (staff, parents and pupils) and their surroundings
- Support the school's policies on uniform, behaviour and discipline
- Inform school or the class teacher of any concerns you may have or any change in circumstance which may affect your child and their behaviour in school

In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the 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 discusses these with the whole class during circle time

### **What behaviour do we expect to see happening in our school?**

At Ellel St John's School we ensure that through our school vision, mission statement, Christian values, rules, diverse curriculum and teaching we promote understanding and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

We encourage our pupils to display our values at all times and this has a positive effect on reinforcing the behaviour we expect to see:

## OUR AGREED RULES:

Everybody tries their best.

Learning to live together.

Listening to each other.

Embracing our differences.

Loving, living and learning in the light of Christ.

## **What behaviour do we not expect to see happening in our school?**

- Lack of respect to each other or property
- Use of offensive language (eg swearing, racist or sexist comments)
- Poor attitude
- Bullying
- Rough play or violence
- Dishonesty
- Untidiness (uniform or work)
- Disregard to health and safety (eg. running in school)

## **Dealing with Unacceptable Behaviour**

Each child needs to learn and understand that the consequences of their own actions have an impact on others, thus encouraging them to take responsibility for the way in which he/she behaves

Every instance of poor behaviour is considered in context before the correct strategy or sanction is applied. Occasionally, children's behaviour falls below our high expectations and measures are taken to implement sanctions. It is hoped that at each stage, the sanctions result in improved behaviour.

- One off events or slight disruption will be dealt with by the class teacher. This could be through verbal reminders, changes to classroom organisation (eg seating arrangements). If the behaviour is repeated it could result in loss of classroom privileges or playtime.
  - If the behaviour continues, the class teacher may involve parents informally and introduce behaviour charts or a home school book.
  - There may be a small number of incidents that are too serious to be dealt with just using the procedures above. In these instances the child should be sent to see either (HT) or (DHT).
- Serious fighting incidents
- Causing physical harm (hitting / kicking / biting)

- Abusive behaviour to another child / member of staff/ other adult

-Use of language that demonstrates discrimination, prejudice or is offensive in any other serious way.

Parents may be informed and asked to speak with the Headteacher about any of these events. A restorative approach is used wherever possible and behaviour support plans may be implemented as appropriate.

Children with special needs that impact on their behaviour will be monitored by SENCO and Learning Mentor. Outside agencies may be used for further support. Pupils are placed on an ABC chart to record the behaviour, possible triggers and the consequence/function of that behaviour. Issues with both positive and negative behaviour will be noted in communication diaries. Objectives will be addressed one target at a time. There will be an emphasis on teaching the child alternative positive behaviours;

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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.

Ellel is committed to building a community based on our Christian ethos, British Values, mutual respect and understanding. The school recognises that all members of its community, pupils, parents and staff, of which ever racial group or background, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality, and national or ethnic origins including religion and language. Racist incidents in school are those which are perceived to be racist by the victim or any other person. Racist incidents will be investigated by the school and can take numerous forms:

Verbal abuse and threatening behaviour – derogatory name-calling, insults, racist jokes, threats, racist language.

- Racist comments – racist comments in the course of lessons, ridicule of an individual's cultural differences e.g. food, music, dress, language.
- Physical assault – because of their colour, race or ethnicity.
- Damage to property – racially motivated.
- Racist graffiti.
- Discriminatory behaviour – refusal to co-operate with others due to their ethnic origin.

Racism is unacceptable and will not be tolerated. Perpetrators of racist incidents will be disciplined in accordance with school sanctions depending on the severity of the incident.

When racist incidents are witnessed or alleged, students, staff and parents are advised and urged to notify the Headteacher. Parents of both the victim and the perpetrator will be notified that a racist incident has occurred and the incident recorded accordingly, this will be forwarded to LEA and the GB.

### **The role of the Staff**

- All staff 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.
- Our staff treat each child fairly, and follow the policies consistently.
- All staff treat all children in their classes with respect and understanding.
- It is the responsibility of all staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. If a child misbehaves repeatedly in our school, the staff keep a record of all such incidents via CPOMS. In the first instance, 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 Head teacher.
- The HT SENCO and LM liaise with external agencies, as necessary, to support and guide the progress of each child and may, for example, discuss the needs of a child with the

### **The role of governors**

The Governors have endorsed this policy and, with the Head teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out the guidelines.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The relevant Internet address is:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

### **Fixed Period Exclusions**

Fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

### **Permanent exclusion**

Permanent exclusion means a child is expelled. Lancashire County council must arrange full-time education from the sixth school day.

If the Headteacher excludes a child, she informs the parents verbally, immediately, giving reasons for the exclusion. Parents and the child are then informed in writing providing an explanation of 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 body. The school informs the parents how to make any such appeal.

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

### **Monitoring and review**

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

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

### **Power to use reasonable force**

#### **What is reasonable force?**

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. 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.

'Reasonable in the circumstances' means using no more force than is needed. Schools only use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Power to use reasonable force '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 should 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.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- 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.

Further advice on reasonable force can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Conduct outside the school gates**

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil of the school

In circumstances where a pupil's behaviour is reported to be inappropriate outside school time the parent/carer of the child will be contacted and the behaviour discussed

### **Searching pupils**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Parents will be informed if such event takes place.