

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY: BEHAVIOUR

VISION

Our vision is to be an excellent Church of England school which is forward thinking and strives for continual development.

We seek to support all our pupils in knowing that they are loved by God and encourage them in reaching their full potential academically, physically and spiritually.

We seek to develop in our pupils a great love of learning and for them to become confident, resilient, independent, inquisitive individuals who are able to both lead and serve others joyfully.

OUR MISSION

Our Christian values flow from the person of Jesus Christ and are:

Love • Courage • Creativity • Friendship • Responsibility • Peace • Compassion • Truthfulness • Respect & Reverence • Humility • Forgiveness • Trust • Thankfulness • Hope • Generosity • Wisdom • Perseverance • Service • Justice

These values underpin the work that we do as a Church of England school. Both adults and pupils in our school are expected to support and live out these values in order to create and develop a positive and caring environment in which all can grow, learn and work.

Our staff and pupils work towards our vision by focusing on the following every day:

WE ARE GUIDED BY GOD

WE LOVE EACH OTHER

WE LOVE LEARNING

WE WONDER WHY

WE JOYFULLY SERVE

WE LEAD

WE PERSEVERE

1. STATEMENT OF PRINCIPLES

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on our shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline

and encourage in children a respect for themselves, for other people and for property. This will be done through PSHE and class discussions.

- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of consequences and sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in line with our mission statement.

The purpose of our behaviour policy is to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
- Promote good conduct of pupils;

2. CONTEXT

This policy should be read in conjunction with those policies listed below:

- Child Protection and Safeguarding Policy
- Health and Safety policy
- Attendance policy
- Single Equalities Policy
- Teaching and Learning Policy
- SEN/D Policy
- Staff Code of Conduct

This policy has been revised and updated taking account of:

- Keeping Children Safe in Education (Department for Education, September 2024)
- Behaviour in Schools (Department for Education, February 2024)

3. BEHAVIOUR MANAGEMENT

Rights and Responsibilities

All members of our school community have a right to respect, a right to learn, a right to teach and a right to safety. Related to these rights is the one responsibility we all share, which is to uphold these rights.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Well prepared and stimulating lessons generate good behaviour and earn respect.

In dealing with incidents of difficult behaviour, all staff will endeavour to remember their responsibilities:

- Stay positive & keep calm.
- Give choice to help us take responsibility (including encouraging us to sort out our own problems).
- Use a restorative approach.
- Not having favourites.
- Treat children fairly.
- When possible, keep it private.
- Be understanding.

(Written by children at Garstang St Thomas School)

4. RULES

At Garstang St Thomas Church of England Primary School we set high standards and apply rules firmly and fairly.

We have three overarching rules:

Be Ready, Be Respectful and Be Safe

In each class at the start of the school year, children will write a list of 'class rules' which will be phrased positively.

Teachers will regularly draw children's attention to the agreed rules and discuss the reasons behind them.

5. REWARDS

- A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. These rewards will be for academic and non academic achievements.
- It is agreed that all classes will adopt the following weekly and termly rewards :

○ **Weekly**

STAR OF THE WEEK: Staff will choose a star of the week from each class.

GOLDEN BOOK: There is a Golden Book on the worship table in the school hall. Staff in school may write a child's name in the books and the reason for their entry.

Reasons could include demonstrating any of our Christian values/ excellent behaviour. The Golden Book entries will be read out in the Friday Celebration each week.

o Termly

TEAM POINTS

Staff at school will give out team points -

1= very good

2 = Very very good

3 = Very very very good (not given out very much)

(Decided by the School Council 2021-2022)

The total of team points will be shared in the weekly assembly and there will be a non-uniform day for the winning team each term.

The winning team each term will get to put their team colour ribbons on the team point trophy.

The team with the most points for the year will get their team name engraved on the Team Point Shield.

6. SANCTIONS

Sadly, there will be times when a child does not behave as they should. As part of growing up, children need to discover where the boundaries of acceptable behaviour lie. These boundaries are firmly and clearly outlined below.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied – the child needs to know which rule they have not kept to or why they have crossed a boundary.
- It must be the behaviour rather than the child that is punished
- It must be made clear what changes are required to avoid future sanctions
- There should be a clear distinction between minor and major offences

All classes follow the same procedures for sanctions:

(1) If someone is not behaving as they should then they will be given a **verbal reminder**.

(2) If the behaviour continues, they will be given a **verbal warning**.

(3) If the behaviour continues, the child will be moved to a different area or table for period of time. For our older children, this may mean working on a table outside the classroom in communal working area. The teacher will have a discussion with the child about their behaviour.

(4) If the behaviour continues at this point, the child will be sent to a member of the Senior Leadership Team (SLT) They will have to complete a think sheet and the issues will have to be

resolved before the child goes back to class. This is very serious and will result in a letter being sent home to parents.

If a child reaches stage 3 or 4, the teacher will record this as a behaviour incident on CPOMS.

Summary of warning system:

- (1) Verbal **reminder**
- (2) Verbal **warning**
- (3) Moved away **in class (recorded on CPOMS as a behaviour incident)**
- (4) Sent to a **member of the SLT**. In most circumstances, parents would be made aware that this has happened.

If a child is to be sent to a member of the SLT, priority should be:

- (1) Pastoral leader
- (2) Headteacher
- (3) Deputy headteacher

If a child is reaching stage 3 or above regularly (more than once in a fortnight), then the teacher will use an ABC sheet (see Appendix 2) to build a record. This sheet will be shared with the pastoral leader who will support, as necessary.

Serious Disciplinary Issue

If there is a serious disciplinary issue, a child will be taken to a member of the SLT team immediately.

Examples could include:

- Putting other children down by comments, laughter or looks.
- Rude or offensive language and behaviour - arguing with staff, muttering under breath, laughing when being talked to by an adult, answering back
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralised. Including hitting someone in a temper
- Unprovoked physical violence of any kind including spitting at another person
- Leaving the premises without permission
- Theft (if proven)
- Vandalism of school property and buildings
- Discriminatory behaviour because of race, disability, sexual orientation, gender or religious beliefs
- Child-on-child abuse
- Bullying

Behaviour such as listed above is rare and would involve discussion with a member of the SLT and communication with parents/ carers.

Procedures for dealing with continuing breaches of discipline:

- (1) Observations/discussion with staff and children about the cause of the problem.
- (2) Teacher completing ABC behaviour form.
- (3) Meetings with class teacher to formulate a behaviour Improvement plan in consultation with parents and the child.
- (4) For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of fixed term or permanent exclusion from the school. Further guidance on fixed and permanent exclusion can be found in appendix 1

Breakfast, after school club and lunchtimes

The same sanctions apply.

- (1) Verbal reminder
- (2) Verbal warning
- (3) Time out
- (4) Child asked to go to a member of the SLT and noted on school record (CPOMS)

Parents

We give high priority to clear communication within the school and to a positive partnership with parents as we see this as crucial in promoting and maintaining high standards of behaviour. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation.

Parents can help with discipline by signing the home/school agreement which sets out clearly how parents can support their child and share with them our views on behaviour.

Conduct outside the school gates

Inappropriate behaviour outside school may take place when a pupil is :

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

Or where the above does not apply but the inappropriate behaviour:

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

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour- or communication- could be a criminal offence. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school feels an offence may have been committed, they may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the headteacher.

Child-on-child abuse

Garstang St Thomas Church of England School is committed to prevention, early identification, and appropriate management of child-on-child abuse both within and beyond the school. Personal, Social, Health and Economic (PSHE) and Kidsafe provide children with information to help them keep safe.

Below is information about how the school will respond to concerns or allegations of child-on-child abuse:

The DSL will discuss the concern(s) or allegation(s) with the member of staff/child who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

Our DSL will use their professional judgement to:

- assess the nature and seriousness of the alleged behaviour, and
- determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required.

In borderline cases the DSL may consult with children's social care and/or Lancashire MASH (or equivalent), and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL will contact children's social care and/or the police immediately and, in any event, within 24 hours of the DSL becoming aware of the alleged behaviour.

The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

- **Manage internally with help from external specialists where appropriate and possible.**
Where the alleged behaviour between children is abusive or violent (as opposed to inappropriate or problematic – unless as stated above), scenarios listed below should ordinarily apply. However, where support from local agencies is not available, the school may need to handle concerns or allegations internally. In these cases, the school will engage and seek advice from external specialists (either in the private and/or voluntary sector).
- **Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family.**
These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- **Refer the child/children to children's social care for a section 17/47 statutory assessment.** Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately. This referral will be made to children's social care in the area where the/each child lives.
- **Report alleged criminal behaviour to the police.**
Alleged criminal behaviour will be reported to the police.

7. PREVENTING BULLYING

Bullying is completely unacceptable at Garstang St Thomas Church of England Primary School and is treated very seriously by all members of staff. 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.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- PSHE and lesson time
- Circle Time
- Worship
- Taking part in Anti-bullying weeks
- Monitoring areas within the school building i.e. toilets, cloakrooms etc
- Monitoring of playground by staff on duty

See anti-bullying policy for more information.

8. CONFISCATION OF INAPPROPRIATE ITEMS

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

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
- Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the headteacher to decide if and when to return an item, or whether to dispose of it.

9. POWER TO USE REASONABLE FORCE

In our school 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 from taking action needed to prevent a pupil causing harm to themselves. At all times staff should encourage good behaviour through praise and rewards. School staff have a legal power to use reasonable force. Force is used to either control or restrain but never as a punishment.

If a child posed a risk to others in the school environment, staff would, if possible, evacuate other children away from the area.

If staff ever had to use force to either control or restrain, a member of the SLT needs to be informed immediately.

10. ROLES AND RESPONSIBILITIES

The Governing Body sets out the rationale for this policy which the Headteacher operates on a day-to-day basis. We expect all staff and pupils to adhere to this policy. We expect all parents/carers to support this policy; communication about any aspect of this policy and its application should be directed to the headteacher.

Designated staff for this policy area are the headteacher, deputy headteacher and pastoral leader (referred to in this policy as Senior Leadership Team SLT).

Senior Leadership Team (SLT)

The senior leadership team as referred to in this policy are the headteacher, the deputy headteacher and the pastoral leader

Key members of staff involved in pupil support in this area include the pastoral leader and SENCO.

11. SCHOOL SUPPORT SYSTEMS

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEND list. An individual behaviour plan may be established in consultation with the child and his/her parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency.

It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes allegations as a result of reasonable force.

12. NURSERY AND PUPIL TRANSITION

There areas listed in this policy apply to the main school. Below is information specifically for the EYFS in nursery and in transition to school (generally the first half term):

Garstang St Thomas Nursery aims to great a caring learning environment. Our motto is "Love, Laughter and Learning". We believe that in order to enable an effective learning environment in which children can develop socially, emotionally and academically, good

behaviour in all aspects of nursery life is necessary. We seek to create a caring learning environment for all children by:

- Encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour
- Promoting self-esteem by encouraging children to value and respect themselves and others
- Providing a safe environment
- Promoting early intervention
- Encouraging a positive relationship with parents/carers
- Encouraging children to take responsibility for their behaviour
- Explaining unacceptable behaviour
- Being good role models

Encouraging good behaviour

Positive behaviour is promoted through:

- Praise, rewards and encouragement, i.e. thumbs up, a pat on the back, smiles, stickers positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'please don't do that, I don't like it'.

Dealing with undesirable behaviour

Our starting point is to take into account child's age and stage of development:

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking sharing and other social skills
- Physical harm of the other children/self or staff
- Repetitive damage of nursery property or of that belonging to another child
- Bullying

Staff will work prevent unwanted situations occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child, the situation and other factors such as tiredness.

These include:

- Reminders
- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Time out (as appropriate)

However, our focus is always on promoting positive behaviour and the prevention of unwanted behaviours.

If a child is showing persistent behaviours that are not typical to their age/stage we will then take the following steps:

- Persistent behavioural problems will be discussed with the parent/carer, noted in the child's records and the SLT will be informed
- If necessary, an individual behaviour plan (IBP) will be implemented
- Further advice from partnership agencies will be sought if necessary i.e. health visitor, community nursery nurse, speech and language team, EP etc

Pupil Transition (other year groups)

Children who require induction/re-introduction into school life will be supported by the pastoral leader at school. This may involve going through the behaviour policy in detail and discussing aspects of it. It may involve planned sessions over time if necessary.

13. CONSULTATIONS, MONITORING AND EVALUATION

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.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality: it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. 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.

14. RECORDS

The school keeps records of the following on the secure CPOMS system:

- If they are asked to move inside the classroom or sent to a member of the SLT
- When a child is sent to their teacher/ member of the SLT at lunch or playtime – to be recorded by the member of staff sending the child.
- Less serious incidents of behaviour involving children who are currently being supported/monitored (for example for social/ emotional reasons).
- Fixed-term/ permanent exclusions – to be recorded by the headteacher.

All CPOM entries must record the resolution as well as the incident of poor behaviour.

15. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

We understand that for this policy to operate effectively it needs to be applied consistently by all members of staff. Each year this policy is reviewed. The content is shared with staff and children. Induction and training is provided in-house by the headteacher, deputy headteacher, pastoral leader and school office manager. Occasionally, based on the needs of children, staff are provided with further external training and support.

16. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particular policy, it should be noted that:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

APPENDIX 1 EXCLUSION

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Prior to the child returning to school after a fixed term exclusion, a reintegration programme will be agreed between school, parents and the child that supports the child in achieving expected standards of behaviour.

APPENDIX 2
ABC Sheet

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL
-Behaviour management sheet-

Observation sheet

<u>Name</u>						
<u>Setting:</u>						
<u>Date/Time</u>	<u>Where did it happen?</u>	<u>What happened just before?</u>	<u>What diddo?</u>	<u>What did you do?</u>	<u>What happened as a result of YOUR ACTION?</u>	<u>Staff initial</u>

Questions to think about –Sheet 2

Who greeted the child into the classroom?

How long was class sat before activity?

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL-Behaviour Frequency
Record-consistency

<u>Name</u>					<u>Date of Birth</u>			
<u>Date Started</u>					<u>Completed by</u>			
Date completed								
Specific behaviour to be observed								
Total number of times behaviour observed	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:
Mon								
Tues								
Wed								
Thurs								
Fri								