

*Guided by God to love, trust, hope, serve and inspire the best in everyone.*

	<b>School Behaviour Policy</b>
<b>Draft:</b>	14.10.2024
<b>Approved by:</b>	Full governing board
<b>Approved:</b>	December 2024
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## Introduction

*“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.” (i)*

Positive behaviour reflects the values of the school, readiness to learn and respect for others. We intend to establish positive, respectful relationships through creating a calm and safe environment where children feel able to learn and grow. We will support children who are engaging in behaviours that are harmful to themselves or others or distract themselves or others from learning, by setting clear boundaries and endeavouring to understand the message a child’s behaviour is communicating.

A school’s culture and values are manifested through the behaviour of all its members. High standards and clear rules reflect the values of our school and outline the expectations of behaviour for everyone.

## Mission Statement

God seeks for us to make a positive difference in our world. We wish that, through learning and demonstrating the school values, our children, families, and staff can rise to the challenge of what God desires for everyone. Each child’s journey should enable them to flourish in every aspect of their lives.

Our values are: love, trust, hope and service. Pupils of St Dunstan’s leave our school with a strong sense of moral identity underpinned by these values leading them to make positive contributions to their community. Behaviour and relationships that support these values are encouraged through a whole school ethos of high expectations and the fostering of mutual respect between all members of the school community.

Successful implementation of this policy will:

- enable children to make sensible choices;
- enable children to form positive relationships;
- promote and reward good behaviour;
- raise self-esteem;
- keep children and adults safe;
- promote consideration and respect for others and for the environment;
- encourage a positive liaison between home and school;
- value achievement and show appreciation of good work and behaviour.

## Aims

This policy aims to:

- Define who this policy is for.
- Define our expectations for behaviour and relationships driven by our values.
- Provide examples of behaviour that is not in line with our values.
- Describe how we will ensure all children have fair access to the expectations described in this policy (ii,iii).
- Summarise roles and responsibilities of members of our school community with regard to this policy.
- Outline our system of rewards and sanctions.

## Who the Policy is For

This policy applies to the school community - all adults and children that make up the community of St Dunstan's, Cheadle, Church of England Primary School.

Pupils will be subject to the school's behaviour policy when they are participating in school-related activities on and off site. Pupils' behaviour when in school uniform, in the immediate vicinity of the school, or on a journey to or from school, will be subject to the school's Behaviour policy and consequences, including exclusion, can be given. For behaviour outside school, but not on school business, the headteacher\* may apply this behaviour policy, including exclusion of a pupil, if there is a clear link between that behaviour and maintaining behaviour that supports positive and respectful relationships and keeps pupils safe. This will be a matter of judgement for the headteacher\*.

\*or person acting in the absence of the headteacher

## Inclusion

We consider how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We will always consider whether a pupil's SEND has contributed to a misbehaviour and if so, what the relevant consequence should be. Where necessary, advice will be sought from external providers such as specialist teachers, educational psychologists and/or others, to identify or support specific needs. Where appropriate, we will put support programmes in place following advice and working with parents collaboratively to plan and review.(ii,iii)

## Children in the Early Years Setting

Children in the Early Years setting will be introduced to parts and the whole of this policy when the class teacher feels that their cognitive development has reached the capability of understanding the concept of rewards and sanctions.

## Our Expectations Underpinned by our Values

<b>Love</b>	We are kind and respectful to each other. We keep ourselves and each other safe.
<b>Trust</b>	We are honest. We try to take responsibility for our actions.
<b>Service</b>	We are polite and helpful. We allow everyone to learn.
<b>Hope</b>	We try our best. We protect our environment.

## Rewards and Sanctions

Rewards have a motivational role, showing children that good behaviour is valued. In our school, we are following research about the value of intrinsic motivation and so we will be moving away from offering concrete rewards.(viii) Rewards may take the form of:

- Positive praise and reinforcement linked to positive behaviours and application to learning.
- Positive recognition and praise for demonstrating the school values in their behaviour.
- Sending children to the leadership team for acts of exceptional kindness to others or exceptional role modelling of our school values.
- House points can be given for demonstration of the school values - weekly tally to be given in Celebration Worship with a reward at the end of term for the winning house.
- Weekly "Well Done" certificates based on excellent application to learning.
- Half termly "Exceptional Values" certificates based on demonstration of the school values. This includes tea with the headteacher.
- Certificates from the catering team related to role modelling of the school values.
- Certificates from the site supervisor related to caring for the school environment.
- Termly Governors Award
- Please note, some children may also have their own personalised reward systems based on their needs.

Sanctions are needed to help children understand when they are not making choices that support positive and respectful relationships, safety for all and protecting the community environment. Staff will always use professional judgement, common sense and sensitivity when applying sanctions, based on particular circumstances and individual pupil needs.

Below are typical responses to minor disruptions in the learning environment:

1. A nonverbal cue to the child that an undesirable behaviour has been noticed.
2. A description of the behaviour (discreetly if possible) e.g. "Your talking is preventing others from concentrating."
3. A choice offered, e.g. "You can stop talking or move to a quieter spot."
4. Condition described e.g. "If you continue to talk, ... will happen."
5. Move to quiet spot
6. Sanction given. Minutes in line with year group. E.g. 1 minute for Year 1, 5 minutes for Year 5.
7. Where possible, sanctions are restorative, eg, a letter/card of apology created in their own time.

Where our expectations are not followed, the staff member working with the pupil can impose a sanction. Children may be required to complete a problem solving sheet describing the events from their perspective, what they should have done and what they have learned from the

situation. This must be reasonable and made with the child at the centre, taking into account whether the child might need protection, or, a special educational need has affected their actions or words. The sanction should be proportionate to the incident. When a sanction is necessary, the following should be clear:

- Why the sanction is being applied.
- What changes in behaviour are required to avoid future sanctions.
- Distinction between minor and major offences.

All incidents that have required intervention from an adult are logged on our Child Protection Online Management System (CPOMS). Once the sanction has been given and actioned, the pupil will be supported to make a fresh start and aspire towards being their best. Incidents logged are factual and do not include personal opinions or assumptions from members of staff.

## Serious or Persistent Incidents

We believe that there are some behaviours that do not support positive and respectful relationships, keeping each other safe and protecting our environment. These include but are not limited to:

- refusing to follow instructions that keep themselves or others safe or allow themselves or others to learn
- damaging the community environment
- using unkind or harmful words
- direct swearing at another person
- spitting at another person
- bullying\* including exclusion
- physically hurting another person
- leaving the school site without permission
- bringing dangerous or illegal objects or weapons on to the school site
- bringing dangerous or illegal (for the age group) substances on to the school site

\*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. It is usually persistent, is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim. Bullying can be, but is not limited to: physical, emotional, racist, sexual, homophobic, verbal or cyber. Incidents of bullying are managed in line with the school's [Anti-Bullying policy](#) and the two policies should be read together. The policy sets out our definition of bullying and outlines the different forms bullying may take, as well as the steps the school takes to educate children about bullying and to prevent bullying incidents occurring. Please see our anti-bullying policy for our approach.

Depending on the severity or persistence of the behaviour, the following will be considered:

- The extent of the investigation required.
- Working with families to support the behaviour of the child.
- Working with the Senior Leadership Team and Inclusion Lead to support the child.
- Monitoring of a child's behaviour over a period time, recorded on CPOMS.
- Devising a plan of action within this policy. These action plans should include SMART targets and be time bound and regularly reviewed in conjunction with the family.
  - Behaviour contracts or charts may be used on an individual basis.
- Seeking additional specialist help and advice from appropriate professionals e.g. Educational Psychologist, Vulnerable Pupil Panel etc.

## Suspension and Permanent Exclusion

A decision to exclude a pupil for a fixed time (suspension) or permanently will be taken by the headteacher\* following the DFE(vi) and local authority guidelines. The civil standard of proof will be applied; 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.' The decision will have regard to the latest statutory guidance for exclusion issued by the Department for Education. The school will have due regard to the Equality Act. This includes provisions to allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues. Exclusion would be a last resort only in response to serious persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Serious breaches might include the following:

- Supplying of an illegal drug or repeated possession and/or use of an illegal drug on school premises;
- Persistent and defiant misbehaviour including bullying and continued direct swearing;
- Actual or threatened violence against another pupil or a member of staff;
- Sexual assault;
- Carrying an offensive weapon;
  - Damage to school property or the school building
- Malicious allegations against a staff member;

*This is not an exhaustive list*

The school may have a duty to inform the police where a criminal offence may have taken place. The school should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers. The number of days will be commensurate to the offence and if a second offence (usually 1 to 5 days). It is important to share with parents what the next step would be, should this behaviour occur again in addition to asking what support they would like to see to support their child and include this in the behaviour plan.

Unless there are exceptional circumstances, children with a protected characteristic will not be permanently excluded without first thoroughly considering the circumstances and the need/circumstances of the child. However, in these cases, sanctions and support will still be applied. Other professionals will be engaged in the support that is offered.

\*or person acting in the absence of the head teacher

## Use of 'Reasonable Force'

As a last resort, any adults (if possible, trained adults) in school may use reasonable force to restrain a child – this will only be used to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. This will be used in line with Government's guidance on reasonable force.(iv)

## Searching and Confiscating Property

Staff are allowed to search pupils for prohibited items including those listed in the Behaviour in schools advice (i) and confiscate pupils' property. (v)

## Responsibilities of the School Community

<b>Pupils</b>	Develop positive and respectful relationships, learn how to keep themselves and others safe and protect their environment by following our expectations.
<b>Staff</b>	Ensure the classroom is a safe and inviting place for learning. Pre-empt and avoid undesirable behaviour by careful consideration of classroom management and effective teaching strategies. Model positive relationships and actions that keep the community safe both in their dealings with the children and with each other.
<b>Senior Leaders</b>	Ensure the school environment supports this policy. Fulfil their responsibility in managing behaviour as described in this policy. Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Analyse behaviour records in order to identify patterns and act swiftly to address them. Ensure staff have access to relevant training to support the implementation of this policy. Ensure policy is reviewed and up to date.

<b>Parents</b>	<p>Ensure their child is ready to learn each day by: being on time, wearing school uniform, providing a healthy breakfast and ensuring sufficient sleep.</p> <p>Inform the school of any changes in circumstances that may affect their child's behaviour.</p> <p>Support staff with sanctions and discuss with their child the reasons for them and make it clear what changes in behaviour are required to avoid future sanctions.</p> <p>Model positive relationships and actions that protect the school community.</p>
<b>Governors</b>	<p>The governors are responsible for monitoring this policy's effectiveness and holding the leadership to account for its implementation.</p>

## Online Activity

Children should never attempt to contact staff via social media, or their individual email addresses, or make comments about staff on social media platforms. Any unkind or harmful comments to staff or other children online, via Google Classroom, during Google Meets, or via any other platform will be taken very seriously. Any complaints of bullying happening online will be investigated in accordance with our anti-bullying policy.

## Safeguarding

Our school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

All staff are aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Staff have regular training in the safeguarding of children in education.(vii)

## Guidance

i	DFE Behaviour in Schools	<a href="https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf">https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf</a>
ii	Equality Act 2010	<a href="https://www.legislation.gov.uk/ukpga/2010/15/contents">https://www.legislation.gov.uk/ukpga/2010/15/contents</a>



iii	SEND Code of Practice	<a href="https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf</a>
iv	Use of Reasonable Force in Schools	<a href="https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf">https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf</a>
v	Searching, Screening and Confiscation	<a href="https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf">https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf</a>
vi	Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement	<a href="https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf">https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf</a>
vii	Keeping Children Safe in Education	<a href="https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf">https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf</a>
viii	The Dark Side of Rewards and Punishments in the Classroom	<a href="https://my.chartered.college/research-hub/the-dark-side-of-rewards-and-punishments-in-the-classroom-part-i/#:~:text=It%20may%20be%20uncomfortable%20to,detrimental%20effect%20on%20intrinsic%20motivation.">https://my.chartered.college/research-hub/the-dark-side-of-rewards-and-punishments-in-the-classroom-part-i/#:~:text=It%20may%20be%20uncomfortable%20to,detrimental%20effect%20on%20intrinsic%20motivation.</a>
ix	Relate to Educate	<a href="https://drive.google.com/file/d/1xrUoIIUN_htS5qo_JEz54gNQpeXuDHq/view?usp=sharing">https://drive.google.com/file/d/1xrUoIIUN_htS5qo_JEz54gNQpeXuDHq/view?usp=sharing</a>