All Saints, Church of England Primary School
Promoting Positive Behaviour



Ethos

'Start children off on the way they should go, and even when they are old they will not turn from it. ' Proverbs 22:6

As a small and mighty school, we aim to inspire curiosity and confidence to learn, grow and flourish in body, mind and spirit. Supported by our Christian foundation, we strive to provide a nurturing environment that promotes joy, creativity and a lifetime love of learning.

As part of our school and inspired to learn, we expect our pupils to live by the principles of our school values which are linked to Christian Values and British values:

Aims

Proverbs 22:6 forms the foundation of our approach to supporting children in our church school. Our approach to behaviour is both positive and restorative and we promote a close relationship between parents and school in order to support and encourage all pupils.

Everyone responds well to praise and support and this Positive Behaviour is a necessary part of the provisions we make at All Saints Church of England Primary School. We encourage children to gain house points and rewards that can be shared at the weekly Praise Assembly, to which parents are invited.

We seek to provide a secure, safe, welcoming environment that supports individuals to make the right choices within a well organised, clean and tidy environment.

Where praise and support is given, pupils aim to mirror that and help their peers to feel included and welcomed. We believe that all children want to behave well, but on occasion may not make the right choice, as a school we are all here to help and support an individual to alter their approach and make the right choice.

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Through the development of whole class contracts at the start of the year, we aim for pupils to feel that their choices of behaviour impact on all and identify that they want their learning environment to be. These guides are more meaningful and owned by the pupils. Through the year staff and other children can reference these contracts to review their impact and how successful they are as a learning community.

At All Saints Church of England Primary we have an expectation that all children are caring and compassionate individuals who are respectful, tolerant and kind towards others. The aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community as well as explaining the processes and procedures which will be followed when any behaviour does not meet our expectations.

Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

PRINCIPLES

At All Saints, our approach to managing behaviour is based upon four key principles: Routines are key, Visible consistency and kindness, relationships matter and over and above recognition.

Approach	rationale	Strategies
Routines	Consistency at whole school level is key. Routines will help the children understand expectations from one class to the next.	Whole school approaches and agreed routines. Whole school agreed use of language- including: Stop, Listen Respond Use of silent signals Praise in public Reprimand in private
Visible consistency and kindness	Adults are the role models to children. Staff show respect to all.	Restorative Approaches: we do not shout (there is a clear difference between speaking firmly and shouting) as this is a loss of control. Mistakes are made but we need to support a child to repair and rebuild in a restorative way. Praise the best conduct:
Relationships matter	It is important to build relationships, which are based on mutual respect	Daily meet and greet from the head and office Manager on the gate to the class teacher welcoming the children.
Over and above recognition	It is important that our attention is focused on the positive. Our time and energy need to be invested in recognising children making positive choices	Home communication Strategies to let the parents know positive news – class letters, welcome meetings, newsletters, informal feedback., Praise certificates and the giving of house-points.

Teaching Positive Behaviour

At All Saints Church of England School Primary School, all interactions between both staff and pupils are underpinned by our school Values. We have derived a set of behaviours which make explicit our expectations of positive behaviour and have organised these into the core values of our curriculum:

Our School Values
Community – being inclusive, considerate, kind, positive environment
Curiosity – being inspired to continue their learning, being proactive
Joy – having fun, love of learning, happy to be me
Creativity – being creative learners and a creative curriculum
Confidence – being resilient, empowered and proud of achievements

Our school seeks to provide a happy and secure environment for all those who work in it, or visit. We expect high standards of behaviour, self-discipline and a clear sense of what is right and wrong. We believe that staff, parents and visitors to our school can contribute to actively helping children by enabling them to;

- feel cared for and supported in a school where everyone is valued.
- understand and respect the Christian Faith and the spiritual, cultural and moral value of others.
- feel safe and nurtured through experiencing and learning high standards of behaviour, trust and respect.
- Be confident learners; ready, willing and able to take on a world that does not yet exist.
- challenge and provide an educational environment in which they have every opportunity to achieve and be successful
- feel included; welcomed, appreciated as individuals and know that every member of our school community has a voice.
- be creative, dynamic and innovative in their approaches to learning; and are provided with a rich, varied and progressive range of learning experiences.
- celebrate success and recognise and value the personal achievements and contributions of everyone.
- benefit from strong partnerships and positive relationships with parents, carers and the wider community.
- are provided with the opportunities and knowledge to make sensible choices about their own wellbeing to lead healthy and active lives.

How we work together and Routines.

Each class at All Saints Church of England Primary School is responsible for contributing and developing a set of Class Contracts- (including safety). These contracts consider how the children would like their learning environment to be and how they would like to feel when working within the classroom. These are displayed in school and on the school website.

All aspects of behaviour are encompassed by these contracts which can be used as question prompts to support children to remain focused on positive behaviour choices i.e. Are you ready to learn? Are you being respectful? Are you being safe?

A vital part of developing good behaviour in school is also the development of a positive culture within the school where individuals are made to feel part of the school family. This will include;

- pupils talking to the Anti Bullying Ambassadors
- pupils informing staff of an incident immediately, so it can be dealt with
- exploring how the Bible and Christian values encourage us to live our daily life
- being aware of the importance of encouraging appropriate behaviour in school, the surrounding locality and on trips

- mentoring younger children through positive role models, buddies and being a play leader.
- all staff within the school support agreed rewards/sanctions
- teaching aspects of the curriculum linked to, PHSE and British Values aids in the reinforcement of positive behaviour supported by Jigsaw
- using constructive and meaningful praise and rewards
- be aware of the consequences of their action and sanctions that may apply
- staff will use their Elklan skills set

APPLICATION OF POLICY

The Headteacher, Senior leadership team and Governors will ensure the staff are well supported in delivering the expectations of this policy. The rewards and sanctions described shall provide tools to support staff in the delivery of our expectations so that the conduct of the children is in line with our vision, values and rules.

The Governors and the Head Teacher intend that the school values and rewards/sanctions provided in this policy shall, in appropriate circumstance, regulate the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, e.g. school holidays and weekends. However, in line with DfE guidance, "teachers have the power to discipline for misbehaving outside of the school premises to such an extent is reasonable." The school may discipline a child for misbehaviour when the pupil is:

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

Rewards

We believe that children should be encouraged to behave well and work hard. Whilst our aim is to develop a sense of intrinsic motivation, i.e. the children behaving well because it is the right thing to do, we recognise the rewards and praise can promote our ethos, core values and expected behaviours.

Rewards are also important and the school use a range of rewards for children, among those used at present are:

- use of positive comments, being explicit to explain what is good about the behaviour seen.
- comments or ' smiley faces' in children's work
- Praise Assembly where we will share the star rewards system.
- reward certificates or stickers for particular achievements (adults can respond to children wearing stickers, as an opportunity for extra praise)
- sharing achievements with parents
- opportunities for greater responsibility in school e.g. House captains/School council.
- Children earn 10 mini stars before getting a Praise Certificate.
- Star Reward System
    - 10 Praise Certificates is a Bronze Pin,

- 25 Praise Certificates is a Silver Pin,
- 50 Praise Certificates is a Gold Pin.
- If a pupil attains beyond 75 Praise Certificates they will be presented with a special badge when they leave the school.

- Each class will have a display of little star charts for the children to colour in celebrating success.
- house points- one little star earns one house point, but housepoints can also be given in addition to this
- end of year treat for the winning House- decided with the teachers.
- sharing work with another teacher.
- sharing work with the Head Teacher.

CONSEQUENCES

In order to discourage children from making poor behaviour choices, we believe it is important to explicitly teach them positive behaviours. If a child misbehaves, staff should be clear in asking them to stop the behaviour and should outline the behaviour they expect to see instead. The child should be given clear prompts to support them to make better choices.

The process we follow is:
Reminder, Warning, Repair Reflect

Wherever possible, this approach of sanctions should be followed sequentially and not straight to repair and reflect.

All staff shall have support at each stage of the process – further details in the appendix. It is recognised that there are some behaviours which require the assistance of the Headteacher and/or SLT, but as part of our restorative approach the support of senior staff is focused on repairing and reflecting to move forwards.

Any misbehaviour will be responded to predictably, promptly and assertively with the first priority always being to ensure the safety of pupils and staff as well as the need to restore a calm environment as quickly as possible. The aims of any consequences are to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive and prevent the recurrence of misbehaviour.

To achieve these aims a response to behaviour may have various purposes including :

Deterrence:	consequences can often be effective deterrents for specific pupil or pupils.
Protection:	keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour is removing a pupil from a lesso may be immediate or after assessment of risk.
Improvement:	to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils who tes boundaries may find their emotions difficult to manage or may have misinterpreted rules. This may be via consequences reflective conversations or targeted pastoral support.

There are a range of tools that are available to staff & SLT when dealing with behaviours please refer to Appendix 1.

Pupil Support

Special Educational Needs and Disabilities

At times pupils with Special Educational Needs and Disabilities can struggle to control their behaviour or reactions to a situation. As a caring school we need to take this into consideration when dealing with a behaviour, a one rule fits all is not always relevant. Reasonable adjustments or support need to be considered and any consequence needs to take the pupils' individual need and wellbeing into consideration. Support can be in the form of Zones of Regulation or Emotional Literacy Support Strategies, outside agencies may also be contacted and brought in to support an individual behaviour plan may be required.

Record Keeping

The school records behaviour incidents, parent contact and actions taken on Cpoms. This is monitored to identify any pattern of behaviour or where support is needed.

The school will follow Local Authority procedures in the reporting of incidences of racism and Homophobic prejudice. The school may also seek the support of the Educational Welfare Officer and vulnerable learners service to support bullying harassment, vandalism or racism.

Exclusion and permanent exclusions

The act of exclusion is our final sanction and viewed very seriously, but sometimes this may be necessary. The first stage is an internal exclusion from the classroom. The school follows the guidance and criteria reference in the following government document.

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf
Please refer to appendix 2

Banned items

Drug, alcohol and offensive weapon related incidents

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs or offensive weapons.(The definition of an offensive weapon is any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person. This definition includes a disguised knife).

It is an offence to have in your possession an offensive weapon in a public place. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, permanent exclusion will be considered, and the police and social services will be

informed. Any adult or child who brings an offensive weapon onto school premises will be reported to the police. In the case of pupils their parents will be informed immediately. If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the Police and Social Care will be contacted for advice.

Persons observing or experiencing bullying, harassment vandalism, racism or general prejudice are urged to enlist the help of adults in the school to resolve problems of this type. Please refer to the relevant school policy.

Child-on-child abuse
Should there be reports of Child on child abuse the school will investigate and inform parents. Strategies will be implemented to supervise pupils and minimise this abuse. Additional support will be sought from social care and other outside agencies. Parents will be informed throughout the process.

When necessary the school will involve outside agencies, or will develop an individual Behaviour Plan. The last resort is exclusion from school on a temporary or permanent basis following North Somerset's policy on exclusion.

Head Teacher: Mr. S Webber
Date: March 2024
Date of next Review: March 2025

Appendix 1

Dealing with the incident

When appropriate, a child asks the other child/ children for the behaviour to stop.

- If the behaviour does not stop then it is referred to an adult.
- The adult investigates the behaviour. Adults will use the Elklan Strategies to support this: Stop, listen respond.
- The adult mediates the behaviour and aims to encourage a resolution.
- The adult will encourage the pupils to play with others, or in another area.
- If the behaviour is not resolved then it may be referred to the class teacher
- The incident is recorded on Cpoms.
- Sanctions are considered.
- Parties identify the incident has been dealt with.
- An apology and move on (forgiveness.)

Where rules are contravened there is a system of appropriate sanctions (- see below). Sanctions should be seen to match the offence and also the individual needs of the child, taking into consideration external issues and the education/ behavioural needs of the child.

Sanctions should not make an example of a child or humiliate them.

When dealing with any behaviour it is important to understand why the behaviour occurred (consider any Special Educational Need, Disability (SEND) or other difficulties the child may have or ask the child.) When considering a sanction, the child's age, SEND and family circumstances must be taken into consideration.

Behaviours	Consequences
Individuals always consistently working hard, always being polite, caring for each other.	• Individual sent to the head teacher for a Head teacher award.
Individuals producing good work, being polite and helpful.	• House points, little stars awarded, Praise certificates awarded.
Low level disruptions such as: • Talking in class/ collective worship when asked not to. • Being rude / arguing with pupils	• Speak to the child- ask the child to change his/her behaviour • Warning verbally, • Move – this may be within the classroom, either to work or sit by an adult Loss of five minutes - from next break / lunch play time (to be overseen by the class teacher)
Moderate behaviour Behaviours that disrupt and upset learning and other pupils, including: • Disrupting the class / stopping learning • Instigating someone to misbehave • Swearing- Being rude / answering back to adults • Inappropriate touching – • Disobedience • Picking on someone • Play fighting	• Five minutes time out at lunch time (outside with a midday supervisor overseeing)- if at lunchtime. • Remove from the classroom to another room. • Repeat of work, or actions – this may b for an individual, small group or whole class. • Sent to Mrs Mills (work check) • Sent to Mrs. Mills to discuss behaviour • Parents informed at end of school day by teacher –in person or by phone. • Recorded on Cpoms.
Persistent or significant behaviour (high-level response) for example: • Threatening or intimidating others • Deliberately causing damage to property repeatedly within a school month. • Deliberate spitting at others • Stealing school property.eg ipad. • Bringing dangerous objects into school	Miss next play / lunch / social time Sent to Mr. Webber to discuss behaviour Parents informed about the incident Meeting arranged with Mr. Webber and parents to put into place an inclusion plan Suspension if further incident

• Racism, name-calling with prejudice, teasing or intimidation (one-off incident)	

When informing parents of an incident, it may not be possible to disclose all the information about the incident due to a child's individual needs and the needs of others involved. The way the incident is managed will also be individual depending on a pupil's disabilities or educational needs.

Appendix 2
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf
Process of Exclusion.

Only the Headteacher has the power to suspend or exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he 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 body. The school informs the parents how to make any such appeal.
The Headteacher informs the Local Authority and the governing body about any fixed term and permanent exclusions.

The Governing Committee itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has an Appeals Panel, which is made up of three members. This panel 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 Local Authority, 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.

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

An exclusion will be given to a pupil for the assault of a member of staff, unless there are exceptional circumstances which will be considered on an individual basis.