



### **High Aspirations, Moral Strength, Spiritual Depth**

At Andrews' Endowed CE Primary School, we create a caring community through our Christian ethos. We encourage all members of our school to respect themselves and each other. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning in order for the children to be the best that they can be. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing unhelpful conduct and dynamic interventions that support staff and learners. We guide our children through moral decisions and promote an understanding of responsibility reinforced by encouragement and underpinned by Christian values. It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way.

The school's rules links to our values of Love, Courage and Respect which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour, and the children are supported to be the best that they can be.

#### **Our Aims**

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To avoid giving learners attention and importance for unhelpful conduct in front of others.
- To help learners take control over their behaviour and have a clear understanding that the behaviour they show has consequences for themselves and for others.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

#### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

#### **Key Principles on which our Policy is based:**

- Relationships matter
- Consistent calm behaviour
- First attention for best conduct



- Consistent routines
- Scripting difficult conversations
- Restorative follow up
- Building skills that will help children to do well in their daily activities
- Recognises the impact of developmental trauma, attachment and genetic brain differences
- Equipping children with the skills and understanding they need to feel physically and emotionally well

### **Putting our Policy into Practice**

The school expects every member of the school community to behave in a considerate and respectful way towards others. The word expectation underlines our belief that with time, and with the right support, all children can develop the skills for success.

Teaching Staff will:

- Be a visible presence around the school to encourage appropriate conduct;
- Refer to our school behaviour rules of Love, Courage and Respect;
- Model positive behaviours and build positive relationships;
- Have a clear set of expectations in place. This takes time and effort at the outset;
- Plan lessons that engage, challenge and meet the needs of all learners;
- Use a visible recognition mechanism throughout the school day;
- Be calm;
- Never ignore or walk past learners who are making unhelpful behaviour choices;

No adult is expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to learners.

Senior Leaders will:

- Take time to welcome learners at the start of the day;
- Be a visible presence around the school;
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support staff in managing learners with more complex or entrenched negative behaviours by ensuring children feel connected, noticed and supported;
- Use behaviour data to target and assess school wide behaviour policy and practice;

Children will:

- Learn about themselves: finding out how their brain works and understanding their needs and stressors;
- Have a clear understanding what is acceptable and what is not acceptable in behaviour;
- Know, understand and follow the School's rules of Love, Courage, Respect;
- Work hard to model positive behaviours and build relationships, with support if needed;
- Discuss and reflect on their choices of behaviour with Teaching Staff;
- Engage in their learning;



- Be responsible for their behaviour;

Behaviour which stops the teacher teaching, children learning and causes anyone in the school community to feel unsafe or undermined, needs to be addressed and the problem needs to be worked out together in order for the child to build their skills to manage better in future.

### **Recognition and Rewards for Effort**

We recognise that we want to build the children up from the inside rather than controlling them from the outside. This is through recognition such as “You’ve done really well in that test. You must be so proud of what you have achieved.” Recognising achievement motivates children as they can notice and feel good about their specific skills, attitudes and knowledge. Our staff understand that at Andrews’ Endowed CE Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is ‘over and above’. This may take the form of a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules will be acknowledged with achieving a house point or by being moved up the behaviour rainbow.

As well as the normal vocabulary of encouragement that teachers and support staff should use daily, we have the following more formal rewards across the school:

- i. Use of our Behaviour Rainbow, which the children can move up during the day for showing ‘over and above’ behaviour and being the best that they can be. The children have an outstanding sticker if they reach the top of the rainbow by the end of the day.
- ii. For 5 outstandings, the children receive an ‘over and above’ sticker, for 10 outstandings they are invited to have hot chocolate with the Headteacher.
- iii. Using positions of responsibility.
- iv. Visits to the Headteacher, and other members of staff to share good news about behaviour.
- v. House points – these are recorded on a class chart. House points are used for children in Y1 to Y6. (More instant rewards in the form of stickers are more appropriate for children in Acorns.) House points are awarded for high standards of work, effort and improvement, kindness and politeness. House points can be awarded by any adults in the school.
- vi. Receiving House Point certificates in assembly. Children are awarded certificates in the following values: 25 house points – Bronze; 50 house points – Silver; 75 house points – Gold. Once 75 House points are reached in an academic year, children work towards Merit badges – 100 points – Bronze; 125 – Silver; 150 – Gold. Any child achieving more than 150 House points in a year is given a Cross badge to wear permanently on their uniform.
- vii. Headteacher’s Certificates in Celebration Assembly – We hold a weekly assembly for Y1 to Y6 where teachers put forward two children to receive a Headteacher’s Award



certificate. These are often linked to the school vision and values. Children in Acorns attend this assembly in the spring term.

- viii. Announcements to the school community in Collective Worship – when classes are praised by visitors or by members of the public when on a visit, it is shared and celebrated in front of the whole school community. Children are encouraged to be good ambassadors for Andrews' Endowed School and to reflect on how their behaviour would be perceived by others in wider communities.
- ix. We try to share with parents our pleasure when children consistently behave well through informal discussion, phone calls and notes home.

### **Promoting the Behaviour Policy in Practice**

Love of learning is our primary aim at Andrews' Endowed CE Primary School. For the vast majority of our learners, they show love in their learning and are greatly focused on this. A gentle reminder is all that is needed to refocus their learning attention .

Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. They need to feel connection, and support. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer-to-peer relationships.

There are some occasions when it is necessary for a child to have a time out from their learning for a short period of time. Steps should always be followed with care and consideration, taking individual needs into account where necessary. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour with a solution-focused response: one that seeks to move forward, not to apportion blame.

The children must understand that their behaviour has consequences. If inappropriate behaviour is shown by a child, then there will be a consequence for their behaviour. The use of consequences allow the school to identify those children who need help and to make sure they get support using swift interventions for behaviour.

A culture of positive encouragement exists in the school. This should be promoted and developed at all times, so that we build children's self esteem and help them to take pride in themselves. As well as adults praising and encouraging good behaviour, we encourage children to tell us good news about each other's behaviour, and to model good behaviour to each other.

Our Christian ethos enables us to talk with the children about care and respect for each other, within Christian principles. It gives us a basis for exploring with the children the fact that making mistakes is part of our human frailty and that honesty and openness when we make a mistake is the best way forward, so that together we can reach a point of forgiveness and be helped to try harder in the future. We encourage our children to show love and respect for each other and for the school, and to have the courage to own up and face the consequences when they have not made good choices. We help children to understand that forgiveness is about learning to truly appreciate the needs and feelings of others and doing everything in their power to behave well so that everyone is safe and happy.



### **Restorative Practice**

Andrews' Endowed CE Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **What Constitutes Inappropriate Behaviour?**

When children overstep boundaries or make unhelpful choices, it is important for the school to correct them, so that the child knows they have done something wrong and so that they can learn from their mistake. The staff member who has observed the unhelpful behaviour choices will respond in a manner that helps the child to move forward positively. The adult's responsibilities is to model what great emotional regulation looks like. This will be responding with calm, through connection and through support.

Responding in the moment and follow-up are inextricably linked. The child needs to have a rigorous follow up to ensure that they learn how they could cope better in the future.

When children are experiencing difficulties, a response plan will be used to support the child.

If a member of staff becomes aware of an issue surrounding the child that may have a detrimental effect on them, they should discuss their concerns with their Key Stage Leader or the Headteacher. This should also be recorded on CPOMs as the child's behaviour can be monitored.

If the unhelpful behaviour is because of inappropriate work being set e.g. lack of suitable differentiation/challenge/learning activities, it is important to look urgently at how to remedy this. This can be done through discussion with the Key Stage Leader, the SENCO, colleagues or the Head. In many cases, more appropriate work can solve a problem.

If the unhelpful behaviour is because of poor understanding of what constitutes a right and wrong way to behave, then more complex strategies are required. It may be necessary to involve the SENCO and/or outside agencies such as the Primary Behaviour Service to help the child to understand what is and is not acceptable behaviour. The Primary Behaviour Service always spend time working out what the behaviour is trying to communicate, working with parents and school. The involvement of parents should be sought at an early stage.

### **Continuous Inappropriate Behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the sanction side of the behaviour rainbow for dealing with unhelpful conduct and will use this alongside a response plan. It is the aim that learners should be kept at 'Ready to learn' as long as possible. Any incidents of inappropriate behaviour is recorded on CPOMs, to allow us to build up a picture of the children and to identify any patterns. Children's behaviour is also communicated to parents so home and school can work together to support the children. The school team will discuss response plans with children who are showing continuous



inappropriate behaviour and support will be identified. Behaviour of children is discussed at SLT meetings and behaviour and welfare meetings.

If unhelpful behaviour is shown by more than one child within a class, the children who are presenting the unhelpful behaviour will be sanctioned using the yellow and red warnings of the behaviour rainbow by members of the SLT or the Headteacher. The children's behaviour will be discussed with different members of staff to support the children to change their behaviour. The whole class will not be sanctioned and their learning will continue as best as possible. This may mean that their learning takes place in a different place around the school.

Steps	Actions
1) Redirection/Reminder – Ready to Learn	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of our three simple rules – Love, Courage, Respect delivered privately wherever possible.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution - Yellow	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.</p> <p>"stop, think, .....make the right choice"</p> <p>"think carefully about your next step"</p>
3) Last Chance - Red (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering Around etc.) right now.</li> <li>• At Andrews' Endowed, we... (refer to the 3 school rules – Love, Courage, Respect)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> </ul>





	<ul style="list-style-type: none"> <li>• Do you remember yesterday/last week when you... (refer to previous Positive behaviour)</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'take up' time.</li> </ul> <p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
<p>4) Cool Off - Red</p>	<p>Cool Off might be a short time away from the classroom in another calm space e.g. the benches by the Headteacher's office. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
<p>5) Repair Restorative Conversation – Ready to Learn</p>	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>



### **Measures Taken In Extreme Cases of Inappropriate Behaviour**

In most instances, our approach is to adopt a compassionate, solution-focused stance towards behaviour management. However, in extreme cases where safety, dignity, or the wellbeing of others is at risk, immediate and firmer measures will be necessary.

We follow the principle of "Curious not Furious" as advocated by Kit Messenger, where we aim to understand and support children's emotions and behaviour. We believe that inappropriate behaviour is often a signal of an unmet need or frustration, and our first response will always be to explore the 'why' behind the behaviour. However, certain behaviours require an immediate and decisive response to ensure the safety and learning of all pupils.

Where a child:

- Deliberately harms another child or adult
- Persistently refuses to follow instructions
- Destroys property
- Uses offensive or aggressive language/behaviour
- Exhibits any form of bullying, racism, or discriminatory behaviour
- Possesses prohibited items
- Repeatedly breaches school rules, despite support

In these situations, parents will be contacted immediately by phone, and the child may be required to continue their learning in a calm, supported space away from their class for the remainder of the morning or afternoon. This space will be supervised by the Headteacher, a senior leader, or an Emotional Literacy Support Assistant (ELSA), with learning and emotional support provided.

A restorative approach will be taken following the incident to help the child understand the impact of their actions and repair any damaged relationships. A collaborative discussion with parents will take place to establish a home-school partnership to support the child's emotional needs and behaviour going forward.

If extreme behaviour persists, further actions such as fixed-term exclusions may be implemented and work with external agencies will take place. The final stage of permanent exclusion would be considered as a last resort, and only after careful consideration by the Headteacher and Governors.

### **Exclusion Policy**

The school aims to create a safe and inclusive learning environment for all. If a pupil seriously breaches the behaviour policy, and their presence at school could harm the education or welfare of others, exclusion may be considered. This follows both the Hampshire Local Authority and the Department for Education's guidance on exclusions. The Governors' Exclusion Committee will ensure that all procedures are adhered to fairly and appropriately.





### **Use of Physical Intervention**

Staff should not use physical force of any kind when dealing with unhelpful behaviour. A few exceptions do exist however under Section 550A of the Education Act 1996. Full details of this can be found in our Restrictive Physical Intervention Policy, including where and when it can be used, together with mandatory reporting requirements after any such event. This policy is a Local Authority policy for use in all Hampshire schools. Primary Behaviour Service give training to staff for Restrictive Physical Interventions.

In summary, reasonable force *may* be used by authorised staff “to prevent a pupil from doing or continuing to do, any of the following”:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil’s own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

However these do not cover anything that could be described as constituting the giving of corporal punishment.

The authorised members of staff in this school are the teachers, SENCO, the learning support and special needs assistants, office staff and the lunchtime supervisory assistants.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Staff induction, development and support**

Training is updated regularly and the behaviour policy and practices are reviewed at least annually. Behaviour management will also form part of continuing professional development and is minuted where necessary in staff meetings and briefings.

### **Child-on-Child abuse**

Andrews' Endowed CE Primary School is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other children. This is known as ‘child-on-child abuse’ or previously known as ‘peer-on-peer abuse’. The school is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child-on-child abuse is abuse and should never be passed off as “just banter”, “just



having a laugh”, “part of growing up” or “boys being boys”. We appreciate that often there are barriers to reporting child on child abuse and as such, we understand that even if there are no reports it does not mean it is not happening. We maintain an attitude of ‘it could happen here’ and act in the best interests of the child at all times.

**Role of Staff**

- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.
- Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of child-on-child abuse or become aware of cases of child-on-child abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take.
- Be clear as to the school policy and procedures on child-on-child abuse and the important role they have in preventing this type of abuse.
- Be made aware that child-on-child abuse can happen in school, out of school or online.
- Be made aware that even if there are no reports of child-on-child abuse, it doesn't mean that it isn't happening.
- Be made aware that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Be expected to challenge any inappropriate behaviours between children which are actually abusive in nature.
- Report any concerns relating to child-on-child abuse to the Designated Safeguarding Lead immediately.
- Receive training in how to respond appropriately to incidents of consensual and non-consensual sharing of nude and/or semi-nude images or videos. Where incidents involve sexting or indecent images of children, members of staff will not view, download, print or share images. The Designated Safeguarding Lead should be made aware of the incident immediately.

**Control Box**

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<b>Author</b>	Gemma Gundry	<b>Review Date</b>	September 2024
		<b>Responsibility</b>	Governing Body

**Associated Policies, Documents, Agencies:**

- Anti-Bullying Policy**
- Child Protection Policy**
- Restrictive Physical Intervention Policy.**
- Staff's Code of Conduct**

**Mental health and behaviour in schools guidance**

Copies of these policies can be found on the school website or can be provided on request

at the School Office.

**Legislative links**

- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010



## Appendix 1

### **Governors' Behaviour Statement**

#### **Governor's Responsibilities**

Under the Education and Inspections Act, 2006 (sections 88(1) & (2) and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2016), the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

#### **Governor Statement of Principles**

The purpose of this statement is to give guidance to the Head Teacher in drawing up the behaviour policy by stating the principles which governors expect to be followed.

The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

At Andrews' Endowed Church of England Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

This statement and the behaviour policy will be reviewed by Governors on an annual basis, unless changes at national or local level necessitate an exceptional review. The statement is available upon request from the School and can be found on the School's web site and it is also held in the School office.

Governors support that Teachers have a right to expect:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others to achieve beyond their full potential in a safe, secure and orderly environment.
- That there is a pupil behaviour management policy in place, consistently applied, which clearly sets out the consequences of failing to meet the required standards of behaviour as well as the rewards for good behaviour
- A zero-tolerance policy of verbal and physical abuse to staff;
- Regular training of all staff in techniques for the avoidance and management of pupil indiscipline;
- Timely support by senior member of staff;
- To be able to raise concerns about pupil behaviour with senior colleagues without any blame or judgement on your teaching abilities or competence.

**Consequence Flow Chart for children**

