



All Saints' Church of England Primary School

Positive Behaviour Management Plan 2022/23

Our Mission Statement

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

Koinonia (community)

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

Love

The love within our school is one of family and friendship, enabling each child to grow and flourish.

A Rights Respecting School Behaviour Plan

All Saints' Church of England School is proud to be a Rights Respecting School, based on the United Nations *Convention of the Rights of the Child* and this is fundamental to our whole school behaviour policy.

We believe that children are empowered through learning about their rights, and we teach them to develop an awareness of how they affect the rights of others. This respectful, positive behaviour is at the core of our aim to develop responsible, resilient and compassionate citizens for the future.

Our whole school approach in embracing and promoting Rights Respecting values and language ensures consistency for a positive, mutually respectful culture. We strive to strengthen the well-being of all members of our school community by interweaving Rights Respecting values with our Christian value of Forgiveness.

We make expectations of behaviour very clear to the children and have three simple school rules; we must ensure that we are **Ready, Respectful and Safe**. These rules are on display around the school and in all classrooms and are taught to children from Nursery to Year 6. These rules are known and used by children and all staff. The children have worked with staff to determine what they think these rules mean:

Being Ready to learn means:

- Coming to school with a positive attitude
- Arriving on time
- Being properly equipped
- Performing to the best of your ability
- Being calm and attentive

Being Respectful means:

- Respecting **the right of others to learn**; their opinions, personality, privacy and property
- Respecting staff and seeking support/guidance from an appropriate adult in an appropriate manner if needed
- Following the All Saints' School uniform policy
- Caring for the environment in and around school
- Behaving appropriately whilst in school uniform to uphold the school's reputation and be good representatives.

Being Safe means:

- We move around school in a safe manner
- We follow instructions to keep ourselves safe on school trips
- We use equipment safely
- We stay safe online

Our three school rules of being **Ready, Respectful and Safe** link directly to our Whole School Charter, which was also created by the children. Our Whole School Charter includes the following articles from the *UN Convention on the Rights of the Child*:

- *Article 12 (Respect for Children's Views)*
- *Article 19 (Protection from Violence)*
- *Article 24 (Health, Water, Food, Environment)*
- *Article 28 (Access to Education)*
- *Article 30 (Minority Culture, Language and Religion)*
- *Article 31 (Rest, Play, Culture, Arts)*

By being **Ready**, the children are committing to respecting their own, and others', right to *Article 28 (Access to Education)* and *Article 12 (Respect for Children's Views)*. When children are **Respectful**, they are agreeing to respect their own and everyone else's rights, including *Article 19 (Protection from Violence)* and *Article 30 (Minority Culture, Language and Religion)*. Furthermore, by being **Safe**, the children are respecting each other's right to *Article 24 (Health, Water, Food, Environment)* and *Article 31 (Rest, Play, Culture, Arts)*.

At All Saints' we recognise that no person is perfect and that sometimes rules will be broken. Our approach to resolving these disputes is through using a Restorative Justice approach. Staff are provided with a 'script' which they keep on their person. (See Appendix A) This script is also on display in classrooms and around the school. As children grow older, they may use this script independently to resolve less serious friendship issues that may arise.

All staff are required to adopt the ethos of: '**Listen to both sides, and then decide.**' This aids decisions being accurate and consequences being fair and proportionate. Importantly, this also demonstrates to children that their voice is heard and valued and that all children are treated equally. Usually, this is done most effectively when children have been given the time and space to calm down. This allows them to think more clearly and to be able to give a more detailed and accurate account of what has happened. A decision cannot be made until each child has been listened to.

The expectation of parents is to support the ethos of: '**Listen to both sides, and then decide**', when discussing such issues with any member of school staff. This means listening to their child and listening to the detail of the school investigation, before making any kind of judgment relating to blame or consequence.

Managing children's behaviour at All Saints' Primary School

Praise and rewards which can be used across the school:

- ✓ Positive body language
- ✓ A smile
- ✓ Verbal praise specific to the behaviour
- ✓ Non-verbal praise specific to the behaviour
- ✓ In KS1 - the child's name being placed on the 'Happy Face'
- ✓ Recognition on the class reward systems, e.g. class points, cubes in a jar, table points, class teddies etc.
- ✓ A sticker (best accompanied by an explanation linked to effort or progress)
- ✓ Recognition from other members of staff.
- ✓ Every day two children who have demonstrated our core Christian Values for good behaviour and for learning, are chosen by the Class Teacher to be '**Stars of the Day.**'
- ✓ Children are in house teams and can be awarded house points when showing positive behaviour, by any member of staff. These will be collected at the end of each week and celebrated in assembly.

- ✓ Each week two children, who have demonstrated our whole school Christian and learning values, will receive a special Good Work certificate in assembly.
- ✓ Additional rewards are given to praise excellent behaviour during lunchtimes.
- ✓ Extra playtime may also be awarded
- ✓ Extra reward time/class dojo reward time

Phase and site specific rewards are also used. For example, class dojo in years 4-6 and happy and sad face in years 1-3 and EYFS.

All Saints' has a system in place for when school rules are broken, or when a child or children are not behaving at the expected level (see Appendix A)

What happens when rules are not followed? L1 &2

Level 1 (Low-level disruption of learning or minor school rule breaks)

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| Step 1: | In the first instance, body language and facial expressions can be used to prompt the child to make a positive behaviour change. This is not a warning, merely a positive reminder. |
| Step 2: | If the child's behaviour continues or worsens, a consequence should be given such as their name being placed on the sad face, or the child moving to an individual table within the classroom. This may also include losing dojos in UKS2. They should be reminded that they have the opportunity to have this consequence reversed, if they demonstrate good behaviour over a given period of time. If appropriate, they may be warned of what may happen should the problem continue. |
| Step 3: | If the child continues to disrupt learning, they will be sent to a nominated class, with work. A behaviour slip will need to be sent with the child explaining the reason they have been asked to leave. Depending on the age and pupil, they may be accompanied by an adult or another pupil. The adult must make it clear to the child, why they are now expected to work elsewhere. Buddy Classes are set up (unless different health and safety guidance is in place) so the child knows where to go. Teacher to log on CPOMS. |
| Step 4: | When the child returns to their registration class, they are expected to show remorse and apologise to the relevant people for their behaviour. Therefore, they should not return before they are ready to do this. If they cause disruption to the host class and/or the behaviour worsens, this becomes a Level 2 incident where the class teacher will need to inform a senior leader; contact the child's parent to discuss the behaviour and log |

updates on CPOMS. They may require the support of a senior leader being present at this meeting, though generally, the class teacher should lead this meeting.

Step 5: If any of the above behaviour has led to the child completing insufficient work, they are expected to complete this during break, lunchtime play or at home.

Typical consequences at Levels 1:

- Losing proportionate playtime minutes
- Not earning all of extra playtime minutes
- A new seat in the classroom
- Restriction on suitable partners for class work
- Completion of work within their own time
- Having a privilege or responsibility taken away for a proportionate period of time
- If there are persistent problems at lunchtime, all lunchtime staff members have an individual responsibility to take appropriate action, e.g. time out or in extreme cases, escort the child to the class teacher to deal with.

Unacceptable consequences – therefore, these must not be issued at any level:

- Standing or sitting facing a wall
- Standing alone in the corridor
- Any form of humiliation in front of peers or 1:1 is unacceptable
- Anything which may cause physical discomfort
- Removal of curriculum entitlement (unless on the basis of safety), e.g. a child can miss a part of a P.E. lesson to calm down, however, must not be denied curriculum entitlement by missing the whole lesson.

Level 2/3 (More serious incidents)

Step 1: The child will be removed from the situation (e.g. sent to or fetched by a Senior Leader – Level 2 or to HT/DHT office – Level 3)

Step 2: The senior leader will discuss the incident fully with the child, following the behaviour script, a 'Think Sheet' written reflection may also be used.

Step 3: The senior leader will discuss the incident with other parties involved, get both sides of the story from staff and pupils and log the incident and discussions on CPOMS.

Step 4: A suitable consequence will be set, reflective of the nature and severity of the incident. This can include internal exclusions and for the most serious incidents, an external exclusion.

Step 5: Mediation may be organised between involved parties.

There are times when a child may refuse to move to participate in a 'Time Out'. At this time, a professional judgement may be used to either leave the child to 'cool down' (as long as no further disruption occurs) or seek further advice from a senior leader.

Typical consequences at Levels 2/3:

- If previously warned, removal of an extended opportunity, e.g. participation in a sports tournament
- If there has been willful damage, parents/carers are expected to pay for repair or replacement
- If a child continues to misbehave at lunchtime, this may lead to alternative arrangements for the child's lunchtimes, e.g. alternative play area, structured adult led play or indoor small group play or the child's parent may be expected to take them home for the lunch period. This qualifies as an external exclusion and should be reserved for extreme cases.
- Behaviour report card
- An internal, fixed period exclusion
- For the most serious incidents only, an external fixed-period exclusion

Supporting & Differentiating Behaviour Management

At All Saints' we believe that Rights Respecting values enable all children to reach their full potential by making them feel safe and valued at all times. Our inclusive learning environments inspire and support all children to be successful learners with healthy self-esteem.

We recognise that children can have different needs and that we should know what they are. Some children may have behaviour and sensory needs that can be affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. All staff need to be fully aware of the behavioural implications of children with differing needs and tailor their behaviour management strategies accordingly. If these children are working on a behaviour plan, then all staff who work with the children will be involved and informed.

We support children who find it difficult to regulate and manage their behaviour by providing further support via Learning Mentor support, ELSA (Emotional Literacy Support Assistant) and SEAL (Social, Emotional Aspects of Learning) sessions. We also have a Nurture & Behaviour Teacher and Learning & Teaching Behaviour Support Assistant who co-ordinate and offer additional support when required.

We use universal hand gestures across all classrooms (EYS, KS1 and KS2) and lessons to ensure children understand what is being asked of them. These gestures are as follows:

Gesture	Meaning
Staff to place one hand up, palm facing towards the children	Everyone freeze (children are encouraged to show this gesture in return)
Staff to place each of their hands on each of their own shoulders	My turn
Staff to move each of their hands away from their own body and point them towards the children	Your turn
Staff to point their two hands towards one another	Turn and talk to your talk partner
Staff to point to their own eyes and say ' <i>Magnet eyes</i> '	Children to stop and look at the staff member
Staff to display the pointed finger, Followed by a second finger, Followed by a third.	Children stand quietly Children move to tables (or carpet) quietly Children sit down

Anti-Bullying:

All Saints' does not tolerate bullying.

As a Rights Respecting School, we deliver a curriculum that enables children to understand the benefits of living in a society where differences and diversity are celebrated. Our safe, respectful and inclusive learning environments nurture and celebrate the diverse make-up of our school community. This stimulating environment aims for equality of opportunity and a place safe from harm. Children, staff and all members of our school community are expected to treat each other with consideration, courtesy and respect. **All forms of racism and discrimination, including homophobia** – premeditated or unintentional are recorded and reported to the school's Governing Body each half-term, and to the LA each term.

Sexual harassment and violence

All members of staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment,
- causing someone to engage in sexual activity without consent,
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting;

If a staff member has concerns about any form of peer on peer abuse, sexual harassment and/or violence, it is to be immediately directed to a Designated Safeguarding Lead where the incident will be managed internally and a referral/report to early help, children's social care or to the police may be warranted.

If an allegation of any kind is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the child and/or the person who has made the allegation is in need of help. *(For more information; please see KCSIE 2021)*

Conduct of Staff:

Any adult on school premises or working with All Saints' pupils off-site is expected to model good behaviour. As such, how all adults behave in school is taken as seriously as how children behave in school. Staff who work at All Saints' C of E Primary School are expected to adhere to a Code of Conduct. For staff accused of being in breach of the Code of Conduct, the Head teacher and Chair of Governors will complete an investigation into the issue. The outcome of which, will be shared with relevant parties. Appropriate actions will be taken, which may include disciplinary action, as per the SDBE guidance.

Conduct of Parents/Families:

We recognise that parents and carers have the right to express concern and we welcome open, amicable communication. Parents should initially contact the class teacher. However, they may then wish to pursue the matter further, with the Leadership Team. Parents should support the ethos of '**Listen to both sides – then decide**' and can express their concerns and share their views in the following ways:

- For minor matters only (e.g. a lost reading book)
 - a quick word with the Class Teacher at the beginning or end of day or an email to their child's year group email address.
- However, for when a longer/more confidential conversation is needed:
 - An appointment, made via the office
 - An email to the school office or parent enquiries email address
 - A telephone call made to the school, with the relevant member of staff, outside of teaching hours

Occasionally, the school may have to review the licence of a parent, if their conduct compromises, the safety or well-being of any member of the school community. This may lead to a parent having their licence to be on school premises altered or removed for a fixed period. The school has clear procedures, however, if parents remain unhappy over an issue they can make a complaint, following the systems within the Complaints Policy. This negates any need for unacceptable behaviour from parents.

Types of such behaviour which will not be tolerated include:

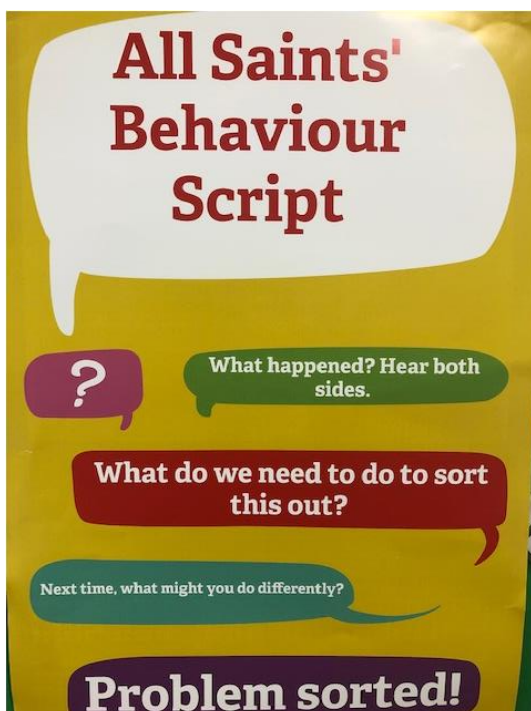
- shouting at/use of aggressive/angry tone towards members of the school staff, either in person or over the telephone
- the use of foul or abusive language, swearing
- having a conversation with a member of staff at an inappropriate time/place
- use of aggressive/excessively angry tone in written communication
- any form of threat, e.g. physical e.g. raising a hand/shaking a fist, or verbal threat, such as challenges to a member of staff's job or career
- any form of intimidation, e.g. physical, such standing very close to her/him; verbal, such as contacting the press
- physical aggression
- breaching the school's security procedures
- Approaching other people's children to resolve disputes, make threats, issue warnings etc.
- Unacceptable behaviour towards other parents, whilst on school premises or around the school's perimeter

This is not an exhaustive list, but seeks to provide illustrations of such behaviour.

Restricting parents' licence is something the school is keen to avoid. Parents are encouraged to make appointments, so issues can be resolved quickly and positively, in an amicable way.

Staff members have the right to implement appropriate consequences to students, if they engage in non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Appendix A – Behaviour Script





Behaviour Incidents Flowchart (Appendix A)

Level 1

- Chatting that disturbs learning.
- Running or wandering about.
- Failure to listen to adults or other learners.
- Shouting out.
- Refusing to work.
- Interfering with other pupils' belongings.
- Misusing school equipment
- Swearing
- Fighting (no serious physical harm caused; play fighting) *use teacher judgement on whether this is level 1, 2 or 3 incident.

THE ROLE OF THE CLASS TEACHER

- Speaking to individuals or the whole class
- To work with the SENCO or SLT to develop positive behaviour strategies
- Regular contact with parents
- Recording of incidents on CPOMS
- Meet with parents if repeated behaviour patterns are identified
- Consequence given inline with the behaviour policy e.g. loss of break/lunchtime or sent to buddy class

Level 2

- The procedures carried out by the class teacher for Level 1 have already been followed and the behaviour has not been modified.
- The behaviour is causing extreme disruption to the smooth running of the school

THE ROLE OF SLT

- Strategies for behaviour management
- Contact with SENCO
- Contact with parents
- To liaise with outside agencies (SENCo)
- To determine whether it needs to be passed to the Deputy/Headteacher
- To consider and respond to patterns and trends on CPOMS
- Speaking to individual pupils or the whole class.
- To advise on differentiated curriculum
- To advise on pre-emptive measures e.g. nurture room ER
- To make referrals (SENCo)
- To work with the Deputy or Headteacher to develop positive behaviour strategies

Level 3

- Bullying *see Anti-bullying policy for full details
- Racial/homophobic abuse *see Anti-bullying policy for full details
- Fighting which has caused serious physical harm
- Use of a weapon
- Violence against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Persistent defiance
- Serious damage

THE ROLE OF THE DEPUTY/HEADTEACHER

- Speaking to individual pupils
- Monitoring behaviour
- Contacting parents
- Recording of incidents on CPOMS
- Adding actions to CPOMS alerts
- To respond to patterns and trends on CPOMS
- To liaise with outside agencies
- To make referrals
- Issue internal exclusions
- Issue external exclusions (HT and Deputy if the HT is unavailable)

To be reviewed September, 2023.