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**STAINING**  
CE VC Primary School

STAINING CE VC PRIMARY SCHOOL

Behaviour Policy  
September 2024

Reviewed by: J Shoulders



## Our School Vision: Learn to Wonder, Grow in Wisdom, Shine Like Stars

At Staining CE Primary School, we have five key values that permeate all aspects of school life. They are:

- Work Hard
- Aim High
- Show Respect
- Be Kind
- Teamwork

Through actively promoting, teaching and prioritising these values across all aspects of school life, we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring school. These values are underpinned by our Christian values and it is through the teaching of these that they become meaningful to the pupils.

We aim to instil excellent behaviour for learning attitudes in our pupils so that they develop skills that build resilience and a positive growth mindset. Excellent behaviour and effective learning go together. Just as we teach and model effective learning in the subjects of the curriculum, it is essential that we model and teach the excellent behaviour for learning we expect our students to display. We recognise that poor behaviour for learning attitudes can become a catalyst for promoting anti-social behaviours in school. The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Every pupil will be able to improve significantly on his/her previous best.
- Every pupil will learn to become an effective, independent, self-motivated learner.
- Every pupil will be able contribute positively to school life whilst demonstrating excellent communication, manners and interpersonal skills.

### Statement of Principles

This policy reflects our commitment to ensuring our pupils develop excellent life skills and is:

- To create an ethos in school which reflects our school aims and values.
- To create a safe and caring environment.
- To develop pupils' self-discipline, full potential and independent learning.
- To promote personal, social and citizenship education.
- To recognise, reward and emphasise positive behaviour.
- To provide a consistent framework for all children's behaviour.
- To involve parents / carers and gain parental support for their child.
- To enable the children to learn important life skills.
- To encourage self-discipline in all children
- To provide an effective environment for all children to feel safe and to learn
- To raise children's self-esteem through a positive reward system

## **Context**

This policy is to be read in conjunction with other related school policies, including:

- Health and Safety
- Whole School Child Protection and Safeguarding
- Attendance

The school's behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this behaviour policy in a consistent way.

The school rewards excellent behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote excellent behaviour, rather than merely deter anti-social behaviour.

The school values are actively taught through class worship, whole school worship and, where appropriate, on an individual basis by staff. By doing this, the standard of behaviour that we expect is clear to all stakeholders. Clear and consistent messages are delivered to pupils by all staff so that clear, high expectations are understood by all.

## **Classroom Management**

Our behaviour policy is a means of promoting good relationships, so that people can work and play together with the common purpose of helping everyone to learn. The way, in which all adults in school conduct their relationships and professional duties must be included as part of the whole picture. We will actively seek to optimise such opportunities to demonstrate and emphasise appropriate and acceptable behaviour in all we do in school. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly, taking into account their individual needs. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

## **Behaviour for Learning**

The real difference between Behaviour for Learning and discipline is that Behaviour for Learning is not just about children behaving well but about being encouraged to listen, speak, and participate; not just good orderly behaviour but also good learning behaviour. Staff have a shared dialogue to promote excellent behaviour for learning through our school values: Be Kind, Show Respect, Teamwork, Aim High and Work Hard.

In our classrooms, we encourage children to be independent in their thinking and become responsible for their own learning. We support them to be an active participant in every learning opportunity.

## **Behaviour strategies and the teaching of positive behaviour:**

### **Consistency**

All staff understand the need for consistency in creating a successful learning environment. Values must be followed throughout the school day and the children are supported to understand the high expectations we set in terms of upholding these values. All children are treated fairly. We are inclusive and we recognise with Special Educational or Behavioural needs may require specific behavioural strategies and consequences - see SEND policy for further information.

### **Respect and Good Relationships:**

It is expected that teachers and other school staff:

- Support the whole school agreement towards positive behaviour management and the behaviour policy
- Should ensure that their lessons are well planned and interesting and differentiated accordingly

- Challenge pupils in their learning to encourage independent thinking and learning
- Are consistent in their approach to all pupils
- Will use a variety of approaches, including; the use of voice, class seating arrangements, hand signals, praise etc. to ensure the engagement and safety of pupils.
- Pupils are taught about the importance of taking responsibility for their own actions and how their responses effect those around them
- Pupils are given a choice and asked to consider their actions before making negative decisions
- Where appropriate pupils are given strategies or areas within school to 'calm down' and reflect before making an inappropriate decision
- All adults in school recognise the importance of mutual respect and building positive relationships with pupils
- Include RSHE lessons to discuss behaviour issues / teaching of emotional stability
- Teach skills necessary for good behaviour and behaviour for learning - embedded throughout the curriculum and also taught discreetly
- School staff act as role models
- Identify and reward good behaviour
- Identify children that need extra help / support with their behaviour / emotions and liaise with the Family Learning Mentor and where appropriate with help / advice from external agencies

### **Rewarding Excellent Behaviour**

We praise and reward pupils for excellent behaviour in a variety of ways:

- Staff congratulate and praise pupils.
- Each week, the teachers choose someone from their class to receive the 'Awesome Award'.
- 'Star of the Week' is awarded to a pupil from each class for consistently demonstrating all our values and being a star.
- Positive comments and stickers are put in the pupil's books or given to children.
- At the discretion of the class teacher, pupils who produced outstanding work are sent to the Headteacher for a Headteacher's award.

### **Dealing with Unacceptable Behaviour**

At Staining, we follow the Restorative Justice Approach with the following procedures for inappropriate behaviour. See Appendix One for restorative justice guidance.

We use the word consequence rather than punishment.

### **Sanctions**

If a child has not behaved appropriately, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. The member of staff (in conjunction with SLT) will always consider whether the punishment is proportionate, i.e. reasonable and taking into account the pupil's age, needs and religion. This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach, which teaches children to see the results of their actions and how they need to make amends.

### **Restorative Approaches**

The school adopts a Restorative Approach to questioning, conversations (see Appendix 1):

- What happened / what's happening?
- What were you thinking / feeling at the time?
- What do you feel / think now?

- How have you and the others been affected?
- What do you need?
- What do you need to do to put it right?

We believe that children should take responsibility for their own actions / behaviour. If children have behaved inappropriately they will have to take a logical consequences to reflect on what they have done, how it has affected others and how it can be put right.

### Record keeping

All records of significant disruptive behaviour (which may include bullying allegations, homophobic or racial incidents) are kept on file in school.

### In Learning Environments

Where an individual pupil feels demotivated, an individualised approach will be taken.

Should a pupil make wrong choices and not respond to more positive strategies, then these steps are followed for **low level disruption**:

Step 1	A verbal warning: for example - "You need to think about your behaviour and make different choices"
Step 2	The pupil will be given an opportunity to reflect about their behaviour (time out). In all classes there are designated reflection areas, where the pupil will be asked to sit and reflect for a set amount of time (use of timer if appropriate). Before returning to their desk, the teacher will have a discussion with the pupil to ensure the pupil has strategies to make the right choices.
Step 3	Persistent low level disruption, despite verbal warning and reflection time, will result in a supervised internal reflection with a member of the SLT. A member of staff must accompany the pupil to the SLT staff member. They will spend time speaking with the pupil and help them to reflect on the expected behaviour for learning at our school. They will engage in a discussion with the pupil about how they can make better choices. A brief record of the behaviour will be made to help build a clear picture over time of any patterns in behaviour. If a pattern of behaviour emerges, parents will be informed when and where this becomes appropriate.
Step 4	Step 4: Further disruptive behaviour, despite verbal warning and internal reflection could lead to further action being taken.

### Procedure for dealing with further disruptive behaviour

Step 1	Time is spent out of class/playtimes to complete the restorative justice process with an adult.
Step 2	A restorative justice conversation will take place where consequences will be discussed and agreed and there will be the opportunity to make amends. Class teacher will then be informed of the outcome of the conference.
Step 3	The parents of pupils involved will be informed by the member of staff leading the conversation.
	**Consequences that are agreed at the restorative justice conference are final and there should be no additional 'consequences' given by any other member of staff.

### High level of disruption

If the pupil performs a dangerous or deliberate action that shows no respect for property or person such as; biting, kicking, hitting, fighting, leaving the classroom without permission, entering areas not allowed, climbing over fences,

racist comments or bullying, then the pupil must be taken to a member of the Senior Leadership Team who, at their discretion, will make the decision on which consequences are required. The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the pupil will be removed from the lesson. This may result in internal exclusion from class or exclusion from school. At all times, school will aim to work cooperatively with parents and families to find successful solutions to behaviour problems.

School may employ the use of the Learning Mentor and outside agencies where appropriate in order to support positive behaviour strategies for individual pupils.

## **General Guidance**

- It is against our policy to give whole class 'consequences' e.g. keeping the whole class in at playtime.
- If the class teacher is not satisfied with the quality or quantity of work completed in class or at home, it should be completed under their teacher's supervision at lunchtime or breaktime or may be sent home for completion.
- Pupils should not be asked to stand outside classrooms - they should be directed by a member of staff to the reflection area inside their own class or a partner classroom/ SLT if they require a 'time out' space. Staff must communicate with the partner classroom or SLT about the behaviour and action thus far.
- No pupils should be suspended or threatened to be suspended from representing sport teams and going on school trips without the teacher discussing the consequence with the Headteacher or Deputy Headteacher.
- Pupils are not to be withdrawn from the curriculum area as a consequence unless it is due to health and safety risks, e.g. missing swimming because their poor behaviour made it unsafe for themselves or others in the pool.
- Where pupils are disengaged in their learning, the teacher can speak to the Deputy Headteacher or Headteacher, who in turn will decide whether it is appropriate to ask them to complete work under his or her supervision for a limited period of time.
- If children produce poor quality work or insufficient work, (this may include homework) a child may be asked to stay in at playtime / lunchtime to complete this. Children will always be pre warned that this will be going to happen so that they have an opportunity to redeem themselves. If children do not complete homework on a regular basis, school staff will contact parents to discuss this issue and offer support where appropriate
- We recognise that the above approach may not always work with children who have specific behaviour needs. For these children, school implements an individualised system based upon advice from specialist agencies and is outlined in their IBP (Individual Behaviour Plan). This will be discussed with the child's parents and will prioritise the best interests of the child whilst being mindful of the safety and learning environment of the class and school.

## **Communal areas:**

The staff member who witnesses pupils making wrong choices must deal with it at that time by explaining our school values, making it clear to them where they went wrong, how they can make amends and what they can do to make

sure this does not happen again. Unless there was extreme language used or violence with a malicious intent, it will be assumed there will be no further consequences other than that intervention by the staff member who dealt with it.

### **Playtimes**

The staff member on duty must deal with the behaviour incident using the restorative approach. If it is a serious offence, such as an act of violence, a member of the SLT should deal with the situation. The SLT member will decide on an appropriate cause of action.

### **Lunchtimes**

Adults outside are responsible for working together to resolve issues in the playground using a restorative approach in an effort for behaviour to be impeccable. There is common understanding that it is our responsibility to teach the pupils how to behave appropriately and support them to build their confidence to resolve the playground issues independently.

Pupils do make wrong choices at times, quite often when they get excited and competitive and that is our job to support them with making better choices, not punish them. Our aim is to change their behaviour so that they will make better choices in the future. That is why we follow the restorative justice approach where pupils are encouraged to reflect on their behaviour.

### **Low level at lunch times**

- Play fighting/ rough physical play, teasing (e.g. snatching hats and running away)
- Not sharing or not letting someone play
- Low level name calling
- Interfering with flow of play
- Bickering
- Running in and out of the building
- Football disagreement
- Not playing with the equipment properly
- "Dirty looks/cutting eyes"

### **Consequences for low level incidents:**

- Play fighting/ rough physical play must be stopped by a staff member and they should be reminded that rough play may lead to incidents and therefore not allowed.
- The staff member on duty reminds the pupil or pupils of our expectations in the playground using the restorative justice questions to support the dialogue.
- After the conversation, the adult must ensure that the pupil engages in a game that is safe and appropriate.
- The adult who saw the incident must deal with the incident - it should not be delegated.

### **Medium level at lunch times**

- Persistent play fighting, very rough play, name calling, teasing
- Hurting another pupil (possibly due to anger/ aggression)
- Being malicious and/or unkind
- Damaging property
- Disruptive behaviour in dinner hall
- Disrespect and disregard for adults

### Consequences for medium level incidents:

- Ensure the incident is properly investigated - what you saw or heard is not always the full story. Ensure you investigate the FULL STORY before deciding on consequences. **Listen** to all involved.
- Adult must inform the SLT or Learning Mentor who will engage in a restorative justice conversation with the pupil.
- SLT will keep a record of the behaviour will be made and filed in the behaviour log to help build a clear picture over time of any patterns in behaviour.
- Adults on duty *must be proactive and intervene swiftly.*

### High level at lunch times

- Violent behaviour and deliberate action where the intention is to harm
- No respect to property or person (including running away and hiding from adults)
- Bullying (refer to additional policy)

### Consequences for high level incidents:

- The SLT member on duty will deal with the situation and make a judgement whether their behaviour is of a high level. If so, they will follow the high level response procedure and make the appropriate decision in regards to consequences. A restorative justice approach will be maintained. Parents will be informed. SLT will keep a record of the behaviour will be made and filed in the behaviour log to help build a clear picture over time of any patterns in behaviour.

### Exceptions

On rare occasions, pupils might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of pupils. These pupils should be referred to the Headteacher and an Individual Behaviour Plan (IBP) will be implemented. Pupils, who require an IBP will be evaluated on a Plan, Do, Review, Assess process and may be amended at any time. The use of school's Learning Mentor will be employed as required. This may be for nurture purposes or Social, Emotional or Mental Health purposes. The school will aim to work in co-operation with parents if such a plan is in place and the pupil's behaviour will be carefully monitored by staff. If appropriate, school will refer to outside agencies for behavioural support and advice.

### Behaviour Reports (see Appendix 2)

In order to help pupils who struggle to regulate their own behaviour, the school will issue behaviour reports at the discretion of the SLT. These reports may be used after a pupil has displayed frequent low/mid-level infractions OR after a high-level incident. The reports are designed to work with the restorative justice ethos and enable all parties (parents, pupils, school) to work together with the shared goal of educating the pupil and altering negative behaviours to positive behaviours. The reports are tiered and failure to successfully complete one report will lead to the subsequent report. Please note, a pupil may be placed on any level of report depending on the severity of behaviours.

The reports have three levels:

- **Green** - This is a report based on drawing attention to positive behaviours and using restorative justice approach to deal with negative behaviours. It will be signed by parents and the class teacher every day after a reflection discussion.
- **Amber** - This report will be signed by the Deputy Headteacher and both positive and negative behaviours will be reflected upon for approximately 5-10 minutes at the end of each day. Parents will then be contacted to evaluate the day.
- **Red** - This report will be signed by the Headteacher. If a pupil has made it to red report, they are at serious risk of exclusion and strategies that have been put in place have failed. In exceptional circumstances, school may seek assistance from outside agencies where necessary (see above).

The targets for each report will be based on their individual needs. The targets of reports will be discussed via a meeting with the pupil and the pupil's parents or carers.

### **Bullying, Racism and Homophobic Behaviour (see also anti-bullying policy)**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.

Staining CE Primary School is committed to building a community based on British Values, mutual respect and understanding. The school recognises that all members of its community, pupils, parents and staff, of which every racial group or background, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality, and national or ethnic origins including religion and language.

Homophobia includes all practices and procedures that discriminate against people because of their sexual orientation or relationship/ dress preferences.

Such incidents in school are those which are perceived to be bullying, racist or homophobic by the victim or any other person. These incidents will be investigated by the school and can take numerous forms:

- Verbal abuse and threatening behaviour - derogatory name-calling, insults, jokes, threats, inappropriate and/ or offensive language
- Offensive comments - comments in the course of lessons, ridicule of an individual's cultural differences e.g. food, music, dress, language or preferences
- Physical assault - because of their colour, race or ethnicity, personal preferences
- Damage to property - racially motivated
- Graffiti
- Discriminatory behaviour - refusal to co-operate with others due to their ethnic origin or sexual preferences.

Such incidents are unacceptable and will not be tolerated. Perpetrators of such incidents will be disciplined in accordance with school sanctions depending on the severity of the incident. When such incidents are witnessed or alleged, pupils, staff and parents are advised and urged to notify the Headteacher. Parents of both the victim and the perpetrator will be notified that an incident has occurred and the incident recorded in school, this will be forwarded to the appropriate authorities, where appropriate.

## Prevention of bullying

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

- Worship linked to our school values and national events
- PHSE/ RSHE curriculum
- Monitoring areas within the school building i.e. toilets, cloakrooms etc.
- Staff training
- Monitoring of playground by staff on duty and the SLT.

## Exclusion

It may be necessary to exclude a child from Staining CE Primary School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will usually have been identified by the school and will most likely have their own Individual Behaviour Plan (IBP).

The decision to exclude is taken by the Head teacher and this may be a fixed term or permanent exclusion. The Head teacher will take into account the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.
- Where the safety of pupils and staff is put at risk

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

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

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

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

Reintegration after a suspension or off-site direction. Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing

progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

### **Criminal Law:**

It is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head teacher.

### **Confiscation of inappropriate items**

School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably.

An item which had been confiscated by a member of school staff must be kept in the school office until the end of the day when it will be returned to the parents (or in extreme cases the Police)

School staff have the power to search without consent for 'prohibited items', which include:

- Knives / weapons
- Alcohol
- Stolen items
- Illegal drugs
- Cigarettes/tobacco or cigarette papers and vaping equipment
- Pornographic images
- Any article used to or likely to be used in an offense or that could cause damage to property or personal injury
- Mobile phones
- Any item that has been banned by the school rules which has been identified in the rules as an item which may be searched for

School will NOT use force to search for these items.

Weapons, knives and extreme material or child pornography must be handed to the Police. Otherwise it is the decision of the teacher when to return the confiscated item or whether to dispose of it.

### **Power to use reasonable force**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- Any school member of staff

The decision whether or not to use reasonable force is down to professional judgment of the staff member concerned and should always depend on the individual circumstance.

Reasonable force may be used in the following situations:

- To physically separate pupils found fighting
- If a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil
- Restrain a pupil at risk from harming themselves through physical outbursts
- To prevent pupils from hurting themselves or others
- To stop a pupil from damaging property

(See SEND policy and individual care plans)

Force is usually used either to control or restrain but never as a punishment.

School **does not** require consent to use reasonable force on a pupil.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

### **Conduct outside the school gates**

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

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

## Roles and Responsibilities

**The Governing Body:** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

**The Head teacher:** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. The role of the teachers, teaching assistants and other paid staff:

- It is the responsibility of all staff to ensure that the school rules and classroom rules are enforced and that children behave in a responsible manner during lesson time.
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly, showing respect and understanding of individuals.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or Deputy Headteacher
- **Parents and Carers:** The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents. For example - home school behavioural diary.
- We explain the school rules in the school induction information and on the school website, and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. (This would usually occur at stage 2 however teachers may also contact parents if there is persistent stage 1 behaviours)
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school.
- If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should first contact the family learning mentor or the Deputy Headteacher, and then the Headteacher, and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Pupils**

- Children to set an example to their peers especially the older children setting the example and expectation of behaviour to the younger children.
- Respect all adults in the school.
  - Remind other children if they are showing the incorrect behaviour - tell them to set the example.
  - All children should work hard to achieve the range of rewards.

## **Consultation, monitoring and evaluation**

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The family learning mentor and members of the senior leadership team records those incidents in which a child is sent to them on account of behaviour. We also keep a record of incidents that occur at break or lunchtimes: lunchtime supervisors report back incidents to the classroom teacher.

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

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

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Appendix One

### Staining CE Primary School Restorative Justice Guidelines

At Staining, we have adopted restorative justice practices in order to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. In creating active and independent pupils with the necessary skills to make informed decisions, our pupils will develop the necessary skills to lead successful and happy lives.

It is important to note the shift from traditional punitive methods:

#### Shift One

From...	To...
Efforts to suppress misbehaviour blamed on failing pupils or classrooms.	Recognising and using the value of misbehaviour as an opportunity for social and emotional learning.
Authority driven disciplinary actions that focus only on the identified misbehaving pupils.	Restorative circles that bring together everyone who is most immediately affected by the incident.
Punishment and exclusions is used to control misbehaviour and motivate positive behaviour changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

We accept that troublesome behaviour does take place, however, when pupils are challenged to 'make things right', it is a powerful learning experience.

#### Shift Two

The authority figure does not decide guilt or assign punishment. Instead, they act as a facilitator in the circle dialogue. Consider the difference in outcomes between the traditional punitive approach and the restorative approach: the first

breeds resentment, alienation, shame and often the fear of authority; the second builds empathy, responsibility and helps restore relationships.

### Shift Three

Moves the focus of responsibility from the leaders/ experts and onto the pupil community itself through restorative circles.

When necessary, counselling and similar strategies will be used to tackle specific problems that are deemed unsuitable for restorative circles.

The restorative approach is based on four key features:

- RESPECT and acceptance of own and others' opinions
- RESPONSIBILITY: Taking responsibility for your own actions
- REPAIR: Developing the skills within the school community so that individual members are able to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: Working through a structured, supportive process that aims to solve the problem

A restorative approach will:

- Build empathy
- Enhance responsibility and accountability
- Support positive behavioural change and the strengthening of relationships

## **Our School Vision: Learn to Wonder, Grow in Wisdom, Shine Like Stars**

Our school values are:	Our Christian Values are:
<b>Be Kind:</b>	<b>Service and Compassion</b>
<b>Show Respect:</b>	<b>Reverence and Humility</b>
<b>Work Hard:</b>	<b>Courage and Endurance</b>
<b>Aim High:</b>	<b>Creativity and Hope</b>
<b>Teamwork:</b>	<b>Friendship and Forgiveness</b>

### **Restorative Questions**

These will be used when an incident has taken place. During restorative circles, pupils will explore these questions and how they impact upon all members of the school community. These may be recorded on a blue form - see above

### **When Confronting Behaviour...**

- What happened?

- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### **When Someone has been Harmed...**

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**Restorative Circles** - During a circle dialogue, the problem and its impacts are explored and the group comes up with ideas on how to make things right. Usually this means pupils, who were the source of the trouble, take specific actions that address the consequences of their choices. Restorative circles invite shared power, mutual understanding, self-responsibility and effective action.

### Rules:

- Take turns when talking - it may be a good idea to use a talking item
- Use proper body language (no yawning, slouching, tapping shoes, etc.)
- Show proper empathy (laugh when appropriate, be sad when appropriate)
- Don't devalue others
- What's said in the circle, stays in the circle (builds trust)- Be mindful of others
- Be honest

Rewards - Intrinsic awards of pride, happiness and feelings of deep satisfaction are the school's primary goals. Class Dojo is an important tool for celebrating the pupil's achievements with parents and is used to create feelings of pride and deep satisfaction for pupils who have demonstrated our school values.

Extrinsic awards are also used, where appropriate, to complement intrinsic rewards and may include:

- Team points/ stickers
- Head teacher certificate
- Weekly celebrations certificates



**Green Preventative Report**  
 (Stage One - Help behaviour/attitude to learning)

\*Please give a tick or a cross for each session. If a cross is awarded, please state reason why

Day	Registration	Guided Reading	English	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Assembly	Signed	
										Teacher	Parent
M											
T											
W											
Th											
F											



# Amber Report

(Stage Two- Behaviour/Attitude continues to cause concern)

\*Please give a tick or a cross for each session. If a cross is awarded, please state reason why

Day	Registration	Guided Reading	English	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Assembly	
									Phase Leader	Parent
M										
T										
W										
Th										
F										

# Red Report

(Final Stage - Behaviour/Attitude is causing serious concerns)

\*Please give a tick or a cross for each session. If a cross is awarded, please state reason why

Day	Registration	Guided Reading	English	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Assembly	
									Head	Parent
M										
T										
W										
Th										
F										