Ancaster
Church of England Primary School

Promoting Positive Behaviour

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom   Courage   Respect

Signed by Chair of Governors or Committee Chair: Signed by Headteacher:	Approved by the Governing Body and Headteacher at a meeting held on:
Next Date of Review: December 2023	Associated policies: Suspensions and Exclusions Policy, SEND, Curriculum, Teaching, Learning and Assessment, Complaints Procedure and Anti Bullying

How does our Christian Vision impact upon behaviour at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon behaviour at Ancaster.

Inclusivity- *We treat everyone the same and when considering behaviours, we understand that they are communication and a window into the true feelings of an individual. We seek to understand the individual and apply the contents of this policy as consistently and fairly as possible to ensure that everyone feels this fairness.*

Exploration- *We seek to understand what has led to an incident and ask questions and explore what has happened and what needs to change for the future. Through clear exploration, we ensure that the relevant conversations and record keeping is followed in order to ensure that the behaviours are recognised, allowing us to move forward positively.*

Empowerment- *By being open and honest but having high expectations for all in terms of behaviour, we empower individuals to be the best that they can be. Through this, we ensure that children are given the opportunity to have their behaviour celebrated when it is good and in line with school expectations and also be a force for change when there are areas to work upon.*

Values Led- *Our core Christian Values of Wisdom, Courage and Respect flow through this policy and the lens of behaviour. We ensure that the children are given the wisdom of knowledge around the concept of right and wrong and have the courage to speak up and own what has happened, accepting any consequences that may have to be given in order to rectify an issue. Respect is the fundamental value that exists throughout this policy as undoubtedly at Ancaster, we give respect to all and expect respect back in all cases to ensure that everyone is treated fairly, consistently and in a manner we would want to be treated ourselves.*

Statement of Intent
Ancaster CofE Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:
- *Promoting desired behaviour.*
- *Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.*
- *Ensuring equality and fair treatment for all.*
- *Praising and rewarding good behaviour.*
- *Challenging and disciplining misbehaviour.*
- *Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.*
- *Encouraging positive relationships with parents.*
- *Developing positive relationships with pupils to enable early intervention.*
- *A shared approach which involves pupils in the implementation of the school's policy and associated procedures.*
- *Promoting a culture of praise and encouragement in which all pupils can achieve.*

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- *Education Act 1996*
- *Education Act 2002*
- *Education and Inspections Act 2006*
- *Health Act 2006*
- *The School Information (England) Regulations 2008*
- *Equality Act 2010*
- *Voyeurism (Offences) Act 2019*
- *DfE (2013) 'Use of reasonable force'*
- *DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'*
- *DfE (2018) 'Mental health and behaviour in schools'*
- *DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'*
- *DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'*
- *DfE (2022) 'Keeping children safe in education 2022'*
- *DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'*
- *DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'*

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
    - SENCO.
    - Headteacher.
    - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within

the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption
- Failure/refusal to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Staff induction, development and support
All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour
Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will keep a record of all reportable incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.
Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring.

Golden Rules
These are shared with all children and displayed in every class at the start of each year as part of the 'New Beginnings and Belongings' theme week. They are available and accessible all year and are constantly referred to and visible in each class. The Golden Rules are as follows;

- *Treat everyone with kindness.*
- *Stop and listen carefully.*
- *Do as you are asked first time.*
- *Walk quietly and safely inside school.*
- *Take responsibility for everything everywhere.*
- *Always be polite.*

Consequences
In September, each class creates their own class charter which is based on what they feel is important for ensuring their class is a safe and happy place to learn and play. The school also sets clear rules for behaviour. These are communicated via the Golden Rules which are discussed with each class and displayed clearly around the school. The consequences in the form of steps are also discussed and displayed in each class and around the school environment.

- **The Golden Step**- Children who follow the golden rules remain on the golden step-reinforce to pupils that remaining on the Golden Step ensures they are eligible for all of the positive elements of school that are offered each day.
- **Friendly warning**-This is the chance for the child to stop what they are doing and make the right choice before step 1.
- **Step 1**- 5 minutes time out for reflection in the reflection area within the classroom and 5 minutes taken off their next playtime-taken in class.
- **Step 2**- 10 minutes time out to reflect in the reflection area and 10 minutes taken off the next playtime.

- **Step 3** – The Head teacher/most senior member of staff on site is notified. The child is removed from the lesson. Parents are notified. The whole of the following break is missed. Children can be put onto Step 3 instantly for displaying behaviour that will not be tolerated by the school these include, but are not limited to, acts of violence, swearing, damaging school property.

The number of Step 3 consequences will be stringently monitored. Should a child receive three Step 3 consequences over a 2-week period, this will warrant a meeting between the Headteacher and child's parents to discuss possible next steps.

If no further progress is made, other options will be considered. This may include the use of a report card which monitors behaviours over a set period of time, a strategy meeting between all parties held to consider the next best steps and/or involvement from the Special Educational Needs Co-ordinator (SENCO) who may be involved to draw up an Individual Behaviour Plan (IBP) agreed by child, parents and teacher; this outlines the specific targets/areas being worked on and in line with the Behavioural Outreach Support Service (BOSS programme) which operates in Lincolnshire. Other external agencies may then also be involved and these would be identified via a Pastoral Support Plan (PSP) which would be explored with the child and their parents to identify what is working well, what is not working well and what may need to happen next in order to secure better behavioural outcomes. In extreme cases, a child may be excluded from school but this is always seen as a last resort. All other options should be explored via the BOSS in order to ensure a child has been given opportunities to recognise the changes needed in their own behaviours. Cycles of plan, do, assess, review may need to be in place to show the level of support given to the child to help them change their behaviour prior to considering this option. In such cases, the latest guidelines from the Local Authority (LA) and the DfE will always be strictly adhered to (see Suspension and Exclusion Policy). Only the Headteacher has the authority to issue suspensions or exclusions-this cannot be delegated to any other member of staff.

Rewarding Positive Behaviour

The Golden Star
Above the Golden Step (outlined above) sits the Golden Star. This is where children can be recognised for going 'above and beyond'.

Other ways of praising pupils
It is important that different age groups have appropriate rewards and that they are awarded consistently. Each class teacher decides upon these rewards for their new class in September, taking into account what has happened in previous years. Examples of these are:-

- Individual rewards
  - Verbal praise
  - Stickers
  - Postcards of Praise
  - Special Mentions in assembly

- Class Rewards
  - Class rewards are used to reinforce behaviours that we are teaching the children from the time they start school. Points may be earned in a variety of ways – pebbles, table points

- Team Rewards

Children are grouped vertically across all Classes into 4 teams. Team points are awarded for working towards achieving our school vision and values and for following our Golden Rules. Team Points are not awarded for learning in books.

Lunchtime Rewards and Consequences

Lunch time supervisors have the same system of Golden Rules and Behaviour Steps consequences as the rest of the school. Lunchtime supervisors can move children through the steps and provide consequences of 5, 10, 15 minutes in the outside reflection area and their class teacher informed at the end of the lunch session.

Lunchtime supervisors can reward good behaviour with:
- *Verbal praise*
- *Stickers*
- *Talking to the teacher*
- *Certificates*

Bullying

Bullying of any kind is unacceptable at our school. Please see our Anti-Bullying Policy for our description of what bullying is and our procedures for dealing with it.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside before a lesson is due to begin or walking around the school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to issue a consequence to the pupil. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines
The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules. Teachers will support pupils to understand and follow classroom rules and routines.

Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment
The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom,

e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- *Seating those who frequently model poor behaviour away from each other.*
- *Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.*
- *Ensuring the teacher can move around the room so that behaviour can be monitored effectively.*