



*"Where young minds grow and young hearts learn to care"*

# ST. ANDREW'S C. E. PRIMARY SCHOOL

## BEHAVIOUR POLICY

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'Our love should not be just words and talk; it must be true love, which shows itself in action.' 1 Corinthians 16:14

Live **O**ur **V**alues **E**veryday

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**Approved at Board of Governors Meeting held on:**

**Date:** March 2014 (last updated July 2017)

**Chair of Governors:** Cathy Armstrong

**Headteacher:** Ben Arnell

**Date of next review:** July 2018

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## Underlying principles:

- St Andrews is a school where young minds grow and young hearts learn to care.
- All humans are created in the image of God and therefore have equal rights and responsibilities.
- Children should be taught explicitly about these rights and responsibilities as a source of empowerment, entitlement and responsibility.
- We want our children to live happy and fulfilled lives; to enable children to do this they need self respect and good self esteem, understand and live by positive Christian values, and have a sense of individual and collective responsibility.
- All behaviour is a choice and children should be taught explicitly on how to live by our Christian values and principles and what they look like in action.
- Children should be empowered to resolve conflicts and issues themselves using the language of rights, responsibilities and values.

## A Christian values rights, respecting school

We learn all about the rights of all people . particularly the 42 U.N. rights of the child and through this understand that with rights come responsibilities All challenging behaviour is focused through which rights are you taking away from people / denying.

The teaching of Christian values helps children to understand how they should treat other people and how they should be expected to be treated themselves. Our pupils take on moral responsibilities; they care for each other, demonstrate good manners, show consideration and become trustworthy young people who show respect and love for each other.

St Andrews is a Christian values led school which lives its values everyday - through its day to day operating to the formation of whole school policies. Adults as well as children are expected to demonstrate these values in everything they do.

## Ways that we **Live Our Values Everyday:**

- Focus on a value a month . see table on p.2
- All assemblies are value focused.
- Learning Themes are structured around the values
- Our behaviour management systems are designed to celebrate positive values in a collective way
- Children have a Value Passports in which children are challenged to live our values at home and in the community
- At the end of every half term a class votes for their Value Champion where they earn themselves a place at our Champions Lunch.
- End of year reports focus on children's aptitude towards the values
- Each class has a class charter in which they personalise their age appropriate responsibilities according to the rights of the child (see p.2)

MONTH	Year 1	Year 2	Values Hero
September	LOVE . <i>'Live Our Values Everyday'</i>		
October	Resilience	Patience	David Attenborough
November	Unity	Koinonia	Winston Churchill
December	Thankfulness	Humility	Steve Redgrave
January	Aspiration	Hope	Evelyn Glennie
February	Compassion	Peace	Martin Luther-King
March	Excellence	Wisdom	Steven Hawking
April	Forgiveness	Sacrifice	Malala Yousafzai
May	Friendship	Service	Charles Wicksteed
June	Respect	Reverence	William Knibb
July	Faith	Courage	Anne Frank

**The rights of the child** (adapted from the U.N Convention on the Rights of the Child)

- Every child has the right and freedom to say what they think and believe what they want, and to have their views taken seriously (Article 12+14)
- Every child has the right to meet with other children and to join groups and organisations (Article 15)
- Every child has the right to love and understanding, preferably from parents and family, but from the government where these cannot help (Article 18-20)
- Every child has the right to the best possible health (nutritious food, clean water, clean environment) (Article 24)
- Every child has the right to learn and an education. This education must develop every child's personality, talents and abilities to the full (Articles 27, 28+29)
- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31)

## Home – school links

It is important that parents and school work together for the good of each child. Parents are involved in celebrating the successes as well as being involved when a child's behaviour does not follow our values and / or infringes other's rights.

All parents, children and a representative of the school staff (the headteacher) sign the Home School Agreement.

## Pastoral Care

All members of staff have a duty of care towards children in the school. The key person for pastoral care is the child's class teacher. It is to this person the child is encouraged to turn when he or she needs help. However, in practice it may be another member of staff who first becomes aware of concerns. In respect of children in their class, the class teacher should be informed of concerns or needs.

Children needing help should always be dealt with in a sympathetic and supportive way.

## Individual rewards and incentives

It is important that children are not patronised by providing incentives that are neither necessary nor wanted. However, incentives are a powerful motivator - particularly for children whose self-discipline is at an early stage.

Every class has a marble jar that when children demonstrate one of our school values they earn a marble for the class. Children can be nominated by adults and children alike. Peer mediators will award one marble when they are on duty. When the jar is full the class have earned a class reward.

If a child does not show one of our values and / or infringes on the rights of others a marble is removed. It may be appropriate for that child to apologise to the class and / or write a letter home to their parents.

It is vital that any poor choices of behaviour are named, the child is separated from the behaviour, and that the child realises the consequences of their choice.

## Positive Touch

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times.

## Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

## Dealing with unacceptable behaviour

### Low level incidents

Adults should address issues through the language of **rights**, **responsibilities** and **values** using the phrase **denying the rights of others**, **earning themselves a consequence** and **good choice/poor choice**

### Conflicts between children

Children should be taught the tools to resolve conflicts themselves with (if needed) a child peer mediator or an adult acting as a mediator. Children are encouraged to tell the child they are in dispute with their problem clearly without getting emotional or angry. Children should be encouraged to use the language of **rights**, **responsibilities** and **values**

### Recommended consequences

Children who have demonstrated poor choices that do not represent our values and deny the rights of others are told this explicitly with the **poor choice** named. They should be told they have **earned themselves** a consequence. Here is a list of recommended consequences:

- Marble out of the collective jar - children should be encouraged to apologise to the class for denying the rights of others when a marble is taken away.
- Filling in a reflection sheet (could be sent home to parents if appropriate . see **appendix 1**)
- Write an apology letter to parents informing them of the poor choice they made.
- Sent to another class
- Missing lunchtime . restorative justice with a senior member of staff
- Eating separately

### Serious behavioural choices

Fighting, rudeness to adults and poor language must not be tolerated and the child **should be immediately** sent to HT / DH. Children must know that these are unacceptable and letters / phone calls to home will be made, as well as a formal log in our school records. The list of **recommended consequences** could be appropriate as well. See **appendix 2** for the flow chart on dealing with unacceptable behaviour.

### Lunchtimes

The lunch hour is the most unstructured part of the school day. Unstructured times of the day like lunchtimes can be extremely difficult for some children. With this in mind, peer mediators are on duty during the lunch time to provide pastoral and play support for such children.

If a child is continually struggling to make good choices in the playground and/or the teacher doesn't want to set the child up to fail . we have a lunchtime support group who meet every day in the Weaver Studio. Children should be encouraged to choose a friend to play with. Teachers must let our PSA know if a child will be attending.

For children who make continual poor choices at lunchtime and need to understand that this is unacceptable and cannot be tolerated there is **Behaviour Reflection time**. This is run by a member of the SLT and last the whole of the lunch hour. This time will be used for the children to reflect on their poor choices, how they affect others including which right they have been denying children and what would have been a better choice if they had their time again. It maybe appropriate for the child to do some restorative justice. Teachers will need to record the child's name and reason for attending in our **Behaviour Reflection Time** book.

## **Bullying**

No child should be subject to bullying. Bullying is the calculated, repetitive and intentional desire to hurt someone else either physically or verbally. The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber . texting, emailing, using social networking sites

### **It is not:**

- A one-off incident
- Equal name calling between two people
- Someone losing their temper and hitting someone by accident
  - When friends fall out
- When you are not allowed a turn

Any suspected cases of bullying will be dealt with speedily and effectively and recorded on our cause for concern forms; always ensuring the DSL is informed as it may lead to safeguarding concerns. When dealing with bullying, staff will check on the well being of the bully as well as the victim. The rights of the child will be referenced.

## **Cyber bullying at St. Andrew's**

St. Andrew's educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE, Reflection time and in ICT lessons and assemblies, continue to inform and educate its pupils in these fast changing areas.

Cyber bullying may be defined as the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyber bullying It can take a number of different forms: threats and intimidation, harassment or cyber-stalking (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and trrolling (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

St. Andrew's trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. St. Andrew's endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet in any other location, without a member of staff present.

## **Roles and Responsibilities**

The ICT coordinator, along with the Head Teacher, who is also the Designated Safeguarding Lead will take overall responsibility for the coordination and implementation of cyber bullying prevention and response strategies. The Head Teacher will:

- Ensure that all incidents of cyber bullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.
- Ensure that all policies relating to safeguarding, including cyber bullying are reviewed and updated regularly
- Ensure that all staff know that they need to report any issues concerning cyber bullying to the Designated Safeguarding Lead.

- Address cyber bullying and appropriate use of internet and telecommunications throughout the year through PSHE, Reflection time and in

## Sexting

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as youth produced sexual imagery

~~Sexting~~ does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

## What to do if an incident involving 'sexting' comes to your attention?

### **Report it to your Designated Safeguarding Lead (DSL) immediately.**

- Never view, download or share the imagery yourself, or ask a child to share or download . this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

## Power to use reasonable force

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

## 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?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes . to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

### Schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.



### Appendix 1 - behaviour reflection sheet

Name..... Class..... Date.....

***My responsibilities - to other children, members of staff, the school and myself***

What did I choose to do that was wrong? What rights did I not respect? What values did I not follow?

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.....

How did it make the other people involved feel? (member of staff or other children)

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.....

How does that make me feel?

.....  
.....

What am I going to do about it? (today, tomorrow)

.....  
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Appendix 2 . Behaviour Flow chart



**BEHAVIOUR FLOWCHART**

