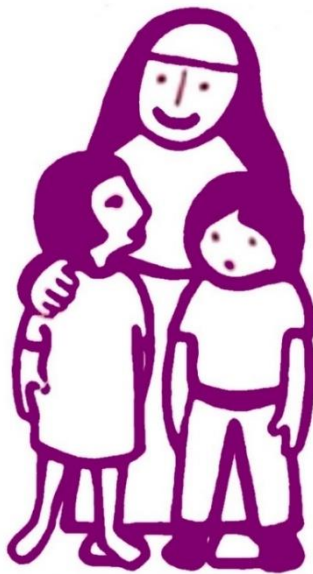


Alice Ingham R.C. Primary School

A Voluntary Academy



*Journeying to Excellence Through
Faith and Learning*

Behaviour Policy

This policy is reviewed every two years by the Governors.

DRAFT

Journeying to Excellence Through Faith and Learning

Mission Statement

Aims of the policy

The aim of our behaviour policy is to promote good behaviour. We have high expectations and insist that our staff do not ignore unacceptable behaviours. By having high expectations, being good role models and rewarding pupils who make the right choices, this enables us to promote positive behaviour.

Through this policy and a consistent approach, our objectives are:

- For all our children to know God's love and to follow in Jesus' footsteps
- For all our children to be happy, caring and confident learners
- For all our children understand what acceptable and unacceptable behaviour is
- To have high expectations for all of our children
- To promote respect and love for all our school community

Relationships

The relationships we build with children and parents are essential to our behaviour policy working effectively. All members of our school community have a role to play.

The Headteacher will work with all members of the school community to ensure high standards of behaviour at all times.

All staff will:

- Remain calm and model respectful behaviours at all times
- Promote positive behaviour through the clear systems in place
- Recognise and celebrate positive behaviours in classrooms and around the school building.
- Treat all members of the school community with respect.
- Try another strategy if one doesn't work.
- Give time for a response as it might not happen immediately

- Seek advice and support from colleagues

Children will:

- Be kind and respectful to others
- Behave in a way that allows others to learn
- Be honest about mistakes and learn from them
- Listen to others

Parents/carers will:

- Praise and encourage their child's efforts and achievements
- Support their child in attending school and being on time
- Support the behaviour policy – even if that means accepting a sanction for inappropriate behaviour
- Avoid confrontation
- Speak respectfully to staff

Pupils with Additional Needs

Individual Support

Children with difficulties may be placed on the school's additional needs register. All children with an identified need have an individual support plan written with them and in consultation with the parents, class teacher and the SENDCo. This may include individual targets with rewards and consequences tailored to their needs.

External Agency Links

School staff work closely with other professionals to ensure appropriate support is in place for children with social, emotional and behavioural needs. Other agencies Alice Ingham Primary School work with include: Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service and a school based Mental Health Support Worker.

Code of Conduct

Our school Code of Conduct clearly identifies the expectations that all children are expected to follow. It also highlights the positive and supportive consequences that children will receive should they choose to follow, or not follow, the school expectations. Children are encouraged to make the right choices regarding their own behaviour. We believe that this approach encourages and develops self-regulation, self-control and self-management in our children.

Code of Conduct

Recognition for high standards of behaviour, attainment and achievement

Alice Ingham recognises that pupils should be recognised for displaying consistently high standards of behaviour. It is with this in mind we aim to recognise the vast majority of our pupils who consistently demonstrate high standards of behaviour. We know that this approach encourages children to learn, experience success and reach their potential.

Categories of Behaviour

Pink to Think - Low level (Verbal Reminder) behaviour	Consequences to Support
Ignoring instructions/not following instructions first time Shouting out Refusing to complete work Answering an adult back Non-aggressive throwing of objects Invading the personal space of others Running/being noisy on the corridor Intentional dropping of litter Eating in class Rough play/toy fighting	This is an opportunity for you to 'put it right' (15minutes of corrected behaviour then move them back to green) 'Name, remember, show Green Behaviours' 'Name, good choice, back to Green' If they are still struggling: 'Name, Moving to Orange'
Orange - Medium level behaviours	Consequence to Support
Inappropriate undirected language – swearing in the classroom or around school Refusal to follow instructions/co-operate Persistent invading of personal space Lack of effort with presentation Deliberately provoking others Deliberate unkindness to others Leaving the classroom without permission Persistent eating in class	'This is an opportunity for you to put it right' (30 mins of corrected behaviour move back to pink) 'Name, good choice Moving back to Pink' If behaviour continues: 'Name, Move to the Thinking Table' thank you' If behaviour continues: 'Name, Moving to work in another class. Go to class' A text will be sent to your parent/carer) and your teacher will speak to your parent at the end of the school day You will miss your next break If behaviour continues on return move to Red: 'Name, Moving to Red.
Red - High level Behaviours	Consequence
Physical or verbal aggression directed towards an adult or pupil Racism/homophobic language Sexualised language Intentional vandalism Spitting Stealing Consistent refusal to work Consistent refusal to follow instructions Intimidating others Refusing to move – leave the classroom, move to another classroom or space Leaving the building without permission Eating prohibited items in class or around school, - gum/energy drinks	Refer to Senior Leader Name, reminder of the behaviours they have not followed. 'You have struggled to turn your behaviour around therefore you will work out of class for the remainder of the day and I will send a text home to let them know you are having difficulty in behaving.' If the child does not respond: 'You are still struggling therefore you will remain out of class for the rest of the day and I will send another text home so your parent/carer can come into school as soon as possible to discuss your behaviour Meeting with parent/care to be held on the same day or the following morning

Blue - Most Serious Level Behaviours	Consequence
Use of object/weapons to hurt others Physical or verbal aggression directed towards an adult or pupil Bullying Racism/homophobic language (repeated) Sexualised language (repeated)	Immediate SLT (Head to Deputy) and contact with parents/carers Internal exclusion External Exclusion <i>When you return to class the adult will not discuss the incident with you and you are expected to refocus on your work immediately</i>
Leaving the premises without permission – police informed	

Special Educational Needs

After consideration, it has been agreed that our code of conduct will be adapted to support pupils with additional needs. Any adaptations will be led by the SENDCO and class teacher in agreement with the pupil and their parent/carers.

If difficulties arise, the support of external agencies, including the educational psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not pupils need an EHC plan (education, health and care plan) to outline their additional needs and the special provision which needs to be in place for them.

External Agency Links

School staff work closely with other professionals to ensure appropriate support is in place for children with social, emotional and behavioural needs. Other agencies OLSP work with include: Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychology Service (EPS). Within school, therapeutic interventions are in place to support children with ongoing social, emotional, mental health and behavioural needs.

Use of Physical Intervention

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

At Alice Ingham, we endeavour to support our pupils by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to pupils, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. **Using physical intervention will be a last resort.**

Circumstances where physical intervention may be used:

- To keep a pupil safe
- To restrain a pupil at risk of harming themselves or others
- To remove disruptive children from the classroom.
- To prevent pupils leaving the classroom or building, where allowing them to leave would risk their safety.
- To prevent a pupil from attacking a member of staff or another pupil.
- To stop a fight in the playground.

Parents/Carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school on CPOMS.

Prohibited items, searching pupil and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that

the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention guidance. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

Behaviour outside of school Premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Suspensions & Permanent Exclusions

Suspension and / or Permanent Exclusion may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff.

Endangering other individuals may include:

- physically threatening, intimidating or actually hurting others
- verbal abuse, name calling, racist abuse
- persistent rough, inappropriate play which is unsafe
- bullying in any form

Endangering property may include:

- deliberate damage of school equipment, including throwing items across the room, breaking windows, kicking or slamming doors
- deliberate damage of the outdoor school environment

Suspension and / or Permanent Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning. Suspension and / or Permanent Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher (or Deputy Headteacher in her absence) and the relevant facts are fully investigated before a decision to suspend or permanently exclude is taken.

Monitoring and review

This policy is monitored for effectiveness by the Headteacher and Designated Safeguarding Lead, and will be reviewed annually.