



# **All Saints Junior School**



## **Behaviour Policy** **September 2023**

### **1 Vision and values**

***And I will always guide you and satisfy you with good things. I will keep you strong and well.***

***You will be like a garden that has plenty of water, like a spring of water that never goes dry.***

(GNT Isaiah 58:11)

We believe our behaviour policy and routines will contribute to the children developing their compassion, wisdom and responsibility. Which enables our pupils to believe in themselves more, grow as individuals and achieve their potential. This would ultimately lead to our children being equipped as independent, lifelong learners ready to face challenges of an ever-changing world.

At **All Saints** we believe that children learn best from the good examples set before them and that an effective behaviour policy requires close partnership between parents, school staff and children. By adopting a system of rewards to reinforce good standards and behaviour, we aim to let everyone experience the benefits that flow from them: a safe environment with clear expectations in which everyone can flourish. We expect this positive attitude at all times in school, both in lessons and in the playground, on school outings and journeying to and from school.

### **OBJECTIVES**

Our behaviour policy is based on the key principles in which our schools:

- respect and accept pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic ability
- allow teachers to teach and learners to learn
- help our school to act with trust and honesty
- take pride in our school, their uniqueness and individual ethos

## 2 School rules and expected behaviour

Exceptional behaviour is at the heart of effective learning. In order for All Saints to have a calm and purposeful atmosphere, we have three rules:

- be ready
- be respectful
- be safe

A calm and purposeful atmosphere relies on more than rules though. Adults clearly explain what desirable behaviour looks like and below are examples related to our rules:

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Equipment ready for learning	Be kind and polite towards all adults and children	Keeping our hands and feet to ourselves
Looking and listening to the adult or pupil speaking	Listening to others'	Listening and following instructions from all adults straight away
Focussed attitude to learning	Respect school environment by tidying up and looking after our grounds	Walking calmly around school and in the classroom
Return to class swiftly and ready to learn	Respect and tolerance of others e.g beliefs, gender etc	Knowing and understanding our safety procedures
Ready to try your best and have a go at challenges	Take turns and share	Sitting for learning
Ready to start tasks in a timely manner – 5 minutes	Hold doors open for other people	Wash hands regularly
Dressed for success! Wearing appropriate school and PE uniform	Greet people with a good morning/afternoon!	Think before you act
Arrive at school in a timely manner	Smile	
Complete homework on time	Say please and thank you	
ORGANISED, LISTENING, STARTING!	EVERYONE, EQUIPMENT, ENVIRONMENT	CALM, THINK, LISTEN

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## 3 Setting and maintaining social norms

Good behaviour is taught, not told so adults teach children how to behave. We use routines, rewards and sanctions to encourage children to do the right thing. Adults will:

Model our desired behaviours, reflecting back on our three main rules and overall vision of 'Loving All Our Neighbours'

Recognise and praise positive behaviour

Foster positive relationships with the children based on kindness, patience and respect

Set clear expectations

Treat everyone equally and fairly

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#### **4      Creating a feeling of belonging**

For a calm and purposeful environment, we want the children to feel valued and respected, we do this by:

Valuing children's contribution in class and with the whole school

Involving children in the development and success of the school

Listening to the children

Familiarising children with all adults across the school

Wearing the correct uniform with pride

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#### **5      Enabling success**

To give children the tools to be successful, we will help by:

Being clear and concise with expectations and outcomes

Modelling good practise to achieve success

Creating opportunities to succeed

Positive recognition and praise

Making sure every child and adult feel valued and appreciated

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#### **6      Expectations of adults**

Every adult is accountable for dealing with positive and negative behaviour

Have high expectations of the children

To be consistent

Buy into our whole school approach

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## 7 Recognising positive behaviour

We will recognise good behaviour and attitudes through:

Merit marks – half termly reward for the winning house

Verbal praise

Good manners award

Well done and Value Certificates

Recognition for good work – display wall

Attendance awards

Active mile certificates

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## 8 Responding to inappropriate behaviour

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	<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
<b>Low level</b>	Not settling or ready for the lesson  Distracting others  Not trying their best	Being unkind to others  Talking when others are speaking  Answering back to adults  Shouting out  Damaging equipment  Provoking	Running inside  Play fighting  Using play equipment inappropriately  Overly aggressive in sport/football  Throwing equipment in class
<b>Serious</b>	Refusal to engage in lessons or complete work.  Not going into class or staying in class.	Swearing/inappropriate language  Racist, religious and sexual language/abuse  Refusal to listen to adults  Vandalism	Bullying  Hitting another person  Hitting/threatening another person with a weapon  Deliberately breaking school property  Leaving/running out of class or attempting to break out of school  Vandalism

Any sanction that is applied by adults are done so with the goal that it will make the inappropriate behaviour less likely to recur. Sanctions are applied in the following way:

**Low level, one off disruption – adults might:**

- Rule reminder
- What do we expect to see at All Saints

**Low level, repeated disruption – adults might:**

- One to one talk with child – discuss school rules during a break time – warning of a consequence

**Low level, persistent disruption – adults might:**

- Missed playtime (restorative conversation)
- Contact with parents (ideally a phone call). Record on My Concern
- If still no improvement the following day – two-week improvement plan (Appendix)

Senior leaders might set an internal exclusion if appropriate.

**Serious incident – adults will:** Ensure that everyone is safe and notify SLT.

- Set a missed playtime (restorative conversation) and contact with parents (ideally a phone call)
- Two-week improvement plan. Record on My Concern
- Tell SLT

**Second serious incident, adults will:** Ensure that everyone is safe and notify SLT

- missed playtime,
- meeting with parents, class teacher, SLT and child
- pastoral support plan

**Third serious incident, adults will:** Ensure that everyone is safe and notify SLT

- arrange a day's seclusion with SLT
- contact parents to inform them of the seclusion
- work to be provided for the day
- follow up meeting with parents, child, class teacher and SLT

Senior leaders will: supervise through the day and use restorative conversations

**Fixed term suspension: SLT will suspend a pupil if:**

- A pupil aggressively hits another pupil/adult with or without a weapon
- There is racial, sexual, or religious abuse
- There is dangerous behaviour

Senior leaders might set an internal suspension, fixed term suspension or a permanent exclusion, if appropriate. (See exclusion policy)

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## **9 Reasonable adjustments**

Where a child has a mental health condition that amounts to a disability or EHCP provision and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

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## **10 Right to search a pupil**

The Headteacher and staff authorised by them 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. Prohibited items are:

- knives or 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, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, screening and confiscation at school (DfE, January 2018).

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## **11 Behaviour outside of school**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

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## **12 Suspension**

### **Internal Suspension (seclusion)**

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. The senior leadership team will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration and reason.

### **Fixed term suspension**

Exclusion from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

### **Permanent exclusion**

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

### **Notifying appropriate bodies regarding exclusions**

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

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## **13 Record keeping**

Class teachers keep records of inappropriate behaviour in a class book. Persistent low level misbehaviour and serious incidents are recorded on My Concern . Senior leaders maintain records of internal, fixed term and permanent exclusions to analyse patterns.

## **14 Home-school agreement**

We believe in an effective and meaningful partnership between home and school. To this end, All Saints will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour and
- reaffirm the home-school agreements every 2 years.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,



- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents.

# Two Week Improvement Plan

Name \_\_\_\_\_ Class: \_\_\_\_\_

Target/s: \_\_\_\_\_

\_\_\_\_\_

Week beginning _____	Morning	Lunch	Afternoon	Home	Overall
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Teacher Comment:

\_\_\_\_\_

Parent Comment:

\_\_\_\_\_

Week beginning <hr/>	Morning	Lunch	Afternoon	Home	Overall
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Teacher Comment:

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Parent Comment:

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# PASTORAL SUPPORT PLAN

Pupil name		Date of birth	
Date of meeting		Year group	
SEN/ EHCP			
NC Levels/ predicted grades			

## Section One

### Agencies/ individuals involved in the PSP

Who is involved in writing and overseeing the PSP?

• Involvement	• Name	• Attended/ notes attached
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

## Section Two

- Summary of child's strengths and interests

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- Summary of concerns

Existing Strategies and Support		
Intervention	Who supported/ when	Outcome

Summary of parent views

<b>Summary of pupil views</b>

## Section Three

### Targets, strategies and support

#### Targets should

- Be small steps towards longer term goals and reflect the longer term goals
- Consider both social, emotional and behavioural and academic steps to success
- Reflect the views of all involved in Section 2.
- Be clearly understood by the pupil

#### Strategies should

- Clearly describe and define outcomes
- Be manageable
- Include monitoring systems

• Pupil Name			
• Target	• What can the pupil achieve?	• Strategies to support the pupil	• Resources

## Actions for Agencies to Support the Pastoral Support Programme

Pupil name:	
Agency/ named person	Agreed actions
School – All Saints Junior School	
Parents –	
External agency -	.
External agency	

**PSP Coordinator:**

**I understand and agree to this Pastoral Support Programme**

**Pupil ..... Date .....**

**Parent ..... Date .....**

**School ..... Date .....**

**Dates and times of reviews (at 3-4 weekly intervals)**

**1.**

**2.**

**3.**

**4.**



# PASTORAL SUPPORT PROGRAMME

## REVIEW SHEET

This form should be used when a meeting is called to review a Pastoral Support Programme. The review of targets is based on evidence of what a pupil has achieved.

<b>Pupil name</b>		<b>Date of birth</b>	
<b>Date of meeting</b>		<b>Review no</b>	<b>1   2   3   4</b>

Invited	Agency/ involvement	Attendance	Report attached

## TARGET REVIEW

Consider pupil progress towards each target on a scale of 0 -10 (10= target fully met)

Target	Scale (0-10)	Evidence of progress made	What has supported progress?

**Barriers/ what can be done differently?**

**Refer to multi-agency panel: YES or NO**

**The review meeting should consider the impact of current interventions and determine if the case should be referred for wider multi-agency consideration. It is not expected that a PSP will extend beyond a 4<sup>th</sup> review unless clear progress can be evidenced.**

## **Conversation Scripts:**

### **Script 1**

Do you remember (yesterday/last week) when you (give example of previously seen positive behaviour)?

That is the (name) I know and that is the (name) I need to see today.

Be ready / be respectful / be safe.

Thank you for listening.

### **Script 2**

Tell me about what happened.

Tell me about what you were thinking at the time.

Tell me about what you think about it now.

Tell me about how what you did might have made others feel.

Tell me about your ideas to put things right.

Tell me about what you will do differently in the future.

Tell me our rules

### **Script 3**

Where it is necessary for the class teacher to meet a parent about behaviour, class teachers lead meetings with the support of a senior leader.

Explain the reason for the meeting (To the parent)

Thank you for meeting me.

Unfortunately, name chose to be rude to an adult / walk out of class today. This is unacceptable.

Refer back to the rules and give a sanction (To the child, using pictures as a prompt)

Name, what are the rules? What rule did you break? I am very disappointed.

The consequence of being rude to an adult / walking out of class is X. (To the parent)

Working together on issues like this is best.

Can you think of a sanction at home too please?

Reset expectations (To the child) I expect you to be respectful at all times / stay in the classroom where I can keep you safe. Do you understand? (Insist on a 'Yes, Miss / Mrs / Mr X.')

Thank you