



New Longton All Saints' C of E Primary School
Behaviour Policy



"Train a child in the way he should go and when he is old, he will not depart from it." Proverbs 22:6

Vision

Guided by God's light, we aim to Experience, Enjoy and Excel

At New Longton All Saints', we will be **guided by God's light**, ensuring our Christian values inform our approach to all areas of school life. Our children will **experience** a richly rewarding school life, at the heart of the local community, through a varied curriculum and a range of enriching extracurricular activities. Our children will **enjoy** time at school, becoming socially intelligent, emotionally mature, and mentally resilient. Our children will **excel** in pursuing their passions and deepening their skills, through the provision of excellent and well-resourced and supported teaching.

John 8:12

Jesus said, "I am the light of the world, whoever follows me will have the light of life and will never walk in darkness."

Matthew 5:14

Jesus said, "You are like light for the whole world. A city built on a hill cannot be hidden."

Aims of the Policy

At our school, we all agree that outstanding behaviour is more than just the actions listed on this policy. All members of our school community have a responsibility to uphold and maintain 'The All Saints' Way' and embody the values and expectations of the school.

Our school behaviour policy is underpinned by our Christian Values. These values are:

- ♥ Love
- ♥ Forgiveness
- ♥ Respect
- ♥ Honesty
- ♥ Hope
- ♥ Trust
- ♥ Joy
- ♥ Patience
- ♥ Kindness
- ♥ Resilience

With these at the centre of our approach to learning, the policy has the following aims:

- ♥ To support a welcoming, calm, purposeful and happy atmosphere in school;
- ♥ To foster positive and caring attitudes towards all members of our school;
- ♥ To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his or her actions;
- ♥ To ensure a consistent approach to behaviour throughout the school, with parental co-operation and involvement;
- ♥ To make clear the boundaries of what is, and is not, acceptable behaviour and to ensure our school is a safe place for all;
- ♥ To raise awareness about appropriate and inappropriate behaviour;
- ♥ To help pupils, staff, parents, governors, visitors & other members of our community have a clear sense of commonality and follow 'The All Saints' Way'.

Children have a responsibility:

- ♥ To model our school's Christian values at all times;
- ♥ To work to the best of their ability;
- ♥ To treat others fairly and with respect;
- ♥ To obey the instructions of the school staff;
- ♥ To take pride in all they do;
- ♥ To look after property and the environment in and out of school;
- ♥ To co-operate with other children and adults.

Staff have a responsibility:

- ♥ To model our school's Christian values at all times;
- ♥ To treat children fairly and with respect;
- ♥ To raise children's self-esteem and help them to develop their full potential;
- ♥ To provide a challenging, interesting and relevant curriculum;
- ♥ To use rules and sanctions clearly and consistently;
- ♥ To be a good role model;
- ♥ To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- ♥ To recognise that each child is an individual, showing an awareness of specific needs;
- ♥ To educate children so that they can operate as fully-rounded individuals in today's world.

Parents have a responsibility:

- ♥ To ensure that children are aware of how to behave in all situations;
- ♥ To encourage independence and self-discipline;
- ♥ To support the school in the implementation of this policy;
- ♥ To take an active interest in all their child does in school;
- ♥ To foster good relationships with the school;
- ♥ To be aware of the school rules and expectations;
- ♥ To educate children so that they can operate as fully-rounded individuals in today's world.

Behaviour for Learning

Good, clear and consistent management of behaviour both in and out of the classroom is of paramount importance in establishing an outstanding and positive ethos in school. The majority of children's school time is spent in classrooms. As such, teachers should aim to:

- ♥ Model our school's Christian Values;
- ♥ Follow the expectations set out in the Teaching & Learning Policy;
- ♥ Know their pupils as individuals;
- ♥ Plan and organise both the classroom and the lessons to keep pupils engaged and minimise opportunities for disruption;
- ♥ Be flexible in order to take advantage of unexpected events, rather than being thrown off balance by them;
- ♥ Continually observe and evaluate the behaviour of the class;
- ♥ Be aware of their own behaviour, stance, body language and tone of voice;
- ♥ Emphasise the positive;
- ♥ Make classroom expectations clear and refer to our school rules displays in class;
- ♥ Be firm but fair in class, ensuring behaviour is addressed appropriately, minimising disruptions to others;
- ♥ Be reflective, analysing their own practice and learning from it.

The aforementioned points are to be seen in the context which is set out in the Policy Aims above. Everyone in school is responsible for the behaviour and discipline of the children. All children need to know the rules of the school and their active involvement is key to the success of New Longton All Saints'. It is important that parental co-operation and support are in place so that school can tackle instances of poor behaviour.

Our Ethos

Children who attend New Longton All Saints' must feel proud to be a member of our school family and should know that they have an important role to play at our school.

Creating the right atmosphere in school comes from good inter-personal relationships. All members of the school community must treat each other with a level of mutual respect which is underpinned by the Christian Values. This ethos cannot simply end and begin at the school gates, but must permeate the community.

Good manners cost nothing. Children, and grown-ups alike, should use them at every opportunity, reward them consistently when seen and reinforce them when they are not present.

Context

Our behaviour policy links with many other policies e.g. health & safety policy, safeguarding policy, attendance policy, the single equalities policy, anti-bullying policy, but most closely to the Teaching & Learning policy. On entering school, parents are provided with a copy of the home-school agreement in which the school rules and values are made clear. This document is signed by the child and parent, returned to school and signed by the teacher. The agreement is also displayed within class.

Merits

Merits are awarded to individuals for good work, good behaviour and showing a positive attitude towards learning. Each child's merit card is the colour of their school Houses (Beech, Elm, Ash, Rowan) and their individual success contributes to the success of their school Houses. Children are awarded certificates at 25 merits (bronze), 50 (silver), 100 (gold), 200 (platinum). These successes are celebrated in assemblies and photographs of the children are added to our achievement display.

Every week, the Y6 House Captains count the merits. The totals are shared and celebrated in Friday assemblies. Half-termly rewards are given to the house with the most merits. Since September 2022, this is in the form of a non-uniform day. At the end of the academic year, the house with the most merits is awarded the House Cup at the Leavers' Service in Church.

Lunchtimes

It is the aim of New Longton All Saints' C of E Primary School, to ensure that its standards of behaviour remain high during the lunchtime period and that the relationship between the Welfare Staff and the pupils is based on respect. Welfare Staff have received, and will continue to receive, training (including the school's behaviour policy) to guide their actions.

Managing Behaviour

A Handbook for staff providing detailed advice and systems for managing behaviour has been produced in order to promote a consistent approach across the whole school. This will be reviewed when necessary. The Handbook, has been made available to all staff. For manageability, a summary is provided for visitors in school, including supply teachers and students on placements.

Dealing with misbehaviour and sanctions

When dealing with misbehaviour, the nature of the behaviour, the age of the child and individual circumstances are always considered. Details of the incident, pupils involved and sanctions are inputted into CPOMS. All staff have access to this on their iPads or Staff Computers. Behaviour incidents are monitored and tracked by the School Leadership Team (SLT).

It is acknowledged that unacceptable behaviour does sometimes occur at New Longton. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for unacceptable behaviour.

Pupils have support in a number of ways to help them with their behaviour. This may include being referred to the School's Learning Mentor or Pastoral team. Parents may also have the opportunity of support from the School's Parent Support Adviser, if they so wish.

To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviours, three levels of seriousness and their consequences have been agreed.

Level 1: Trivial Behaviours	Mildly disruptive behaviours E.g. wasting time, being noisy	These are dealt with by class teacher/teaching assistant using a range of strategies with minimal interaction to remind or refocus child onto task.
Level 2: Moderately Serious Behaviours	Repeated trivial behaviours or more serious, disruptive behaviours E.g. refusing to comply, calling out	These would normally be dealt with by the class teacher but require firmer reminders or application of consequences E.g. move places, Time Out, loss of break / lunchtime. Parents may be informed at the discretion of the teacher.
Level 3: Very Serious Behaviours	Very serious behaviours E.g. verbal abuse to adults, fighting, bullying	This requires the involvement of parents & Headteacher with defined stages to inform pupils and their parents of the increasing seriousness of the behaviour. The final stage could be exclusion.
Where applicable, the SLT will be used to reinforce expectations around good behaviour.		

Exclusions

Sometimes an internal exclusion is used to get a child back on track with learning and behaviour without the severity of an external inclusion. Parents are informed and teachers plan for the named child who will be taught away from his or her class under the supervision of a Teaching Assistant/ other member of staff. This may be a half day or a full day, depending on the child and behaviour exhibited.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the pupil 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).

Discipline beyond the school gate

- ♥ Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits (section 89(5) of the Education and Inspectors Act 2006).
- ♥ Teachers can also discipline pupils for misbehaviour outside school. All criminal behaviour should be reported to the police. Any non-criminal misbehaviour and bullying which occurs anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of teaching staff must be reported to the Headteacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

- ♥ The Headteacher extends the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Bullying

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.' Please refer to our anti-bullying policy for further information.

Searching pupils and the confiscation of inappropriate items

- ♥ Items not allowed in school are published in the school prospectus and if found will be confiscated.
- ♥ Members of the teaching staff are legally allowed to confiscate items from pupils, retain or dispose of a pupil's property as a punishment. All confiscated goods are to be given to the Headteacher. They will decide whether the item will be disposed of or given back to the child or parent / guardian. This depends on the item confiscated.
- ♥ Teaching staff can search a pupil for any item banned under the school rules, if the pupil agrees.
- ♥ The Headteacher and SLT have the statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. These items include knives or weapons, alcohol, illegal drugs and stolen items. If they suspect knives or weapons, this must only be carried out by SLT.
- ♥ When searching a pupil, the member of staff has to be the same sex as the pupil wherever possible and this has to be witnessed and documented.

Reasonable Force

This is only ever used as a last resort.

- ♥ All members of school staff have a legal power to use reasonable force. In 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 professional judgement.
- ♥ Teachers will physically separate pupils found fighting or, if a pupil refuses to leave a room when instructed to do so, he/she will be physically removed.

School support systems and pupils with Special Educational Needs

Children may not always respond to our general Behaviour Policy because they have particular difficulties – learning, social, physical, and emotional.

Concerns about particular pupils will be discussed with the Headteacher and SENCo and a One Page Profile (OPP) drawn up in accordance with the SEN Policy.

The OPP should be shared with parents and pupils, and may require the support of outside agencies:

- ♥ Educational Psychologist to develop strategies for emotional/behavioural problems
- ♥ School Nurse who can have useful home contacts and medical information.
- ♥ A specialist teacher to advise on Behaviour Plans and support pupils.
Children who display continuously disruptive behaviour will be referred to the Local PRU, Golden Hill, for Outreach support. In the past we have found this extremely beneficial to the child with strategies on how to cope.

Protected Characteristics

All incidents relating to the harassment of protected characteristics will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with school and LA guidelines (For more information please refer to the school's Single Equality Policy).

Attendance

Good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school and parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Monitoring, Evaluation and Review

Whilst we will monitor, evaluate and review our Behaviour Policy when necessary, we constantly monitor, evaluate and review the standard of behaviour in and around school to ensure that it remains high. This may involve introducing new strategies to manage behaviour along with additional reward systems. The current behaviour policy is displayed on the school's website.

Signed on behalf of the governors

Date

What a New Longton Learner looks like

We:

- ♥ are tolerant of others and accept differences;
- ♥ are polite and well-mannered to everyone;
- ♥ are well behaved at all times;
- ♥ are enthusiastic;
- ♥ model the values of our school;
- ♥ are spiritual;
- ♥ are independent;
- ♥ are high achieving;
- ♥ aim for the skies and work hard;
- ♥ can use our skills in a range of ways;
- ♥ are creative;
- ♥ are proud to be a member of New Longton All Saints’;
- ♥ are confident;
- ♥ have a love for learning;
- ♥ want to find things out;
- ♥ enjoy ourselves and have fun;
- ♥ are good citizens;
- ♥ are team members;
- ♥ can problem solve and don’t panic under pressure;
- ♥ are active learners – we figure out how to get things done;
- ♥ are resilient and pick ourselves up when we get something wrong;
- ♥ have informed opinions about current affairs;
- ♥ respect other people’s points of view;
- ♥ are reflective with our work and in our attitudes;
- ♥ have the opportunity to answer deep questions;
- ♥ are honest in all things;
- ♥ care about each other;
- ♥ live the “All Saints’ Way”.

What a New Longton Teacher looks like

We:

- ♥ have high expectations;
- ♥ challenge the children;
- ♥ plan clearly and effectively;
- ♥ evaluate regularly;
- ♥ are consistent in all things;
- ♥ devote time to all subjects;
- ♥ model good practice;
- ♥ uphold and cherish the school's Christian Values;
- ♥ know our stuff;
- ♥ teach lessons using a range of styles;
- ♥ are good citizens;
- ♥ provide opportunities for children to develop resilience;
- ♥ provide context to develop understanding;
- ♥ use data effectively to support & challenge;
- ♥ set targets and assess regularly;
- ♥ meet the Teachers' Standards in all areas;
- ♥ aim to deliver outstanding teaching;
- ♥ "bare a bit of our soul";
- ♥ have a clear understanding of the expectations we must adhere to;
- ♥ are proud to work here;
- ♥ are honest and transparent;
- ♥ are part of the wider community;
- ♥ are tolerant of others and accept differences;
- ♥ are polite and well-mannered to everyone;
- ♥ are enthusiastic;
- ♥ are spiritual;
- ♥ are high achieving;
- ♥ are creative;
- ♥ are confident;
- ♥ are leaders;
- ♥ have a love for learning;
- ♥ want to find things out;
- ♥ enjoy ourselves and have fun;
- ♥ are team members;
- ♥ respect other people's points of view;
- ♥ are reflective with our work and in our attitudes;
- ♥ are honest in all things;
- ♥ care about each other;
- ♥ live the "All Saints' Way".