



Policy Number CHI 6

Behaviour for Learning Policy And Statement of Behaviour Principles

Produced by Childwall Church of England Primary School

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Our Mission Statement

**“And the child grew and became strong; He was full of wisdom and
God’s blessings were upon Him.” (Luke 2:40)**

Our Vision

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

DOCUMENT STATUS

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Version 1	January 2018	Updated and newly formatted policy agreed by Vision & Values Committee and ratified by full governing body 1 st March 2018
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	September 2020	Appendix 2 – Covid 19 Return to School Variation
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1. Aims

This policy aims to:

- Develop a **whole school, consistent approach** to behaviour management that is supported and followed by the whole school community – parents/carers, staff, children and governors, based on a sense of community and our shared vision, ethos and values.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Intentionally hurting other children – physically or emotionally
- Non-completion of classwork or homework (without valid explanation or agreement)
- Poor attitude
- Incorrect uniform (without valid explanation or agreement)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body of Childwall Church of England Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body of Childwall Church of England Primary School will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body of Childwall Church of England Primary School, giving due consideration to the school’s statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment, ethos and practices encourage positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour and work in partnership with school
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct & Expected Behaviours

We have an agreed whole-school code of conduct which is clearly displayed in classrooms and around school and regularly discussed with pupils.

Pupils are expected to:

- Respect others, their property and the school environment
- Walk calmly around the school; do not run
- Listen to each other without interrupting and respect the views and opinions of others
- Work quietly without disturbing others
- Wear their school uniform with pride
- Enjoy school and help others to enjoy it too

In addition to the displayed code of conduct, pupils are expected to:

- Treat all staff with respect, accepting instructions or sanctions when given and talking calmly with staff to help resolve situations
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rules for the Playground:

- Play together safely and responsibly; look after one another
- See a teacher/ adult on duty if you have a problem or injury
- Tackling and rough play are not permitted
- Only the classes using the astro turf are allowed their class ball/ balls
- Sports equipment from home is not to be used
- Only the class basketball is to be used on the playground (see the rota)
- If you bring something into school then you take it home – no swaps allowed during the school day

- Snacks should be a piece of fruit and a drink of water – no other options should be brought into school for playtimes
- Include everybody who wants to play safely and fairly
- Stand still and await instructions whenever you hear the bell or whistle

7. Rewards and Consequences

7.1 Positive behaviour will be rewarded with:

- Praise and words of encouragement from teachers & other adults
- Positive verbal or written comments
- Visiting headteacher or other SLT to share achievement
- Sharing with peers (where appropriate)
- Stickers
- Notes or verbal feedback to parents/carers
- Merit certificates
- Special responsibilities/privileges

At Childwall Church of England Primary School, we aim to address inappropriate behaviour in a fair, positive and consistent manner. All classrooms from year 1-6 have a clearly-displayed 'traffic light' system which works in the following manner:

NB Please see Appendix 2 – Covid 19 Return to School – September 2020 (**Variation to Rewards and consequences**)

- Every child begins each day on 'Green' (Ready to Learn).
- Should a child choose to deviate from the accepted 'Code of Conduct' then, following a verbal reminder, a member of staff may place their name on 'Amber' (Think Carefully & Make Better Choices).
- It is to be hoped that, at that point, the child will demonstrate sufficient compliance with the 'Code of Conduct' and expected behaviours to have their name moved back to 'Green'; this is in keeping with our Christian Value of 'Forgiveness', allowing a child to reconsider and amend their behaviour choices.
- If poor behaviour continues, the child's name will be moved to 'Red' (Consequence) and a discussion will take place with the child to ensure they understand any consequence and the reasons behind it.

In Early Years Foundation Stage (EYFS) the same principle is followed; however, the stages are represented pictorially and named 'Sunshine', 'Thinking Cloud' and 'Storm Cloud'. Throughout the school, the emphasis is upon encouraging children to take responsibility for and consider the impact of their own behaviour choices, with every opportunity for children to make amends and start afresh.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal discussion about the impact of poor behaviour choices
- Sending the pupil out of the class to another member of staff
- Expecting work to be completed at home, or at break or lunchtime, if appropriate
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing an individual behaviour plan, if appropriate

For information regarding exclusions, please see the exclusions policy.

7.2 Off-site behaviour

Sanctions may be applied, as appropriate, where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school wearing school uniform.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and/or their own classroom rules (as devised with pupils)
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Modelling expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Only be used in accordance with school training

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents/carers, after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Vision & Values Committee of the Governing Body of Childwall Church of England Primary School every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Vision & Values Committee of the Governing Body of Childwall Church of England Primary School every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

1. Anti-Bullying Policy

- Child Protection Policy
- Educational Visits Policy
- SEND Policy (Information Report)

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers are expected to set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force (as a last resort) are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions, according to our school ethos and Christian Values
- Families are involved in behaviour incidents, where appropriate, to foster good relationships and partnership between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the Vision & Values Committee of the Governing Body of Childwall Church of England Primary School every two years.

Appendix 2 Covid 19 – Return to School – September 2020

Variation to Rewards & Consequences

1. During Staff INSET on 1st September 2020, all staff agreed to remove 'Traffic Light' system of responding to behaviour from classrooms and daily practice.
2. Our priority on return is to re-establish certainty, consistency and compassion in our relationships with the children
3. Staff agreed that Traffic Lights system does not work alongside our key recovery objectives (see Recovery Curriculum).
 - 3.1. Some children might try to re-establish 'status' by seeking traffic light sanction
 - 3.2. Some children might be badly affected by having peg moved at a time we want them to feel secure.
4. Staff agreed that any behaviour reminders should be delivered quietly and privately.
5. Positive behaviours should be noticed and celebrated
6. It was agreed that this change to our Behaviour for Learning Policy may be just temporary or might become a permanent change – to be reviewed when children have fully settled back into school and into new classes.

