



SETTRINGTON ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

This policy was adopted by the school on:	20 th December 2023
This policy was last reviewed:	March 2026
Next review due by:	March 2027

School Vision

Christian values shine through everything we do.
Everyone in our school should be happy, fulfilled and valued as an individual.
Everyone in our community should thrive in a safe environment, challenged and stimulated to achieve their very best.
This is a nurturing school where everyone matters.

In line with our behaviour principles, our policy is as follows:

In line with our Christian Vision and as a Nurture School, pupils, governors and staff are all expected to behave in the following ways:

We are gentle
We are kind and helpful
We work hard
We look after property
We listen to people
We are polite and respectful
We are honest

In addition, each class will set individual class rules that are age appropriate and there are rules for particular parts of the playground (see the end of the document).

Positive behaviour choices can be fostered and negative behaviour pre-empted through focused development of a sense of community.

Check in class discussions enable us to gauge children's emotional well-being and behavioural mind set. Children who present as 'vulnerable' are supported by their peers collaboratively or 1-1 by class staff. Where incidents do occur, children are involved in 'conferencing' – discussing the events and reflecting on their choices. The focus is to restore 'balance' and approach each behavioural incident as a learning opportunity and a chance to reflect, particularly in relation to our Christian vision and values.

Emotional well-being

We endeavour to encourage the growth of the whole child. We look beyond today and aim to prepare our children for the opportunities and challenges of the future. Through our universal, group and personalised provision we aim to equip our children with a bank of skills to support their emotional wellbeing. We identify behaviour as communication and take a responsive approach when children are communicating a difficulty. For children who need additional support with self-regulation we utilise a range of strategies which can include but are not limited to:

- Extra support through ELSA, Zones of Regulation and other interventions
- Access to Nurture provision.
- Key staff/pupil coaching children will be reminded of techniques for self-regulation as appropriate.

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, Settrington All Saints' Church of England Primary School recognise that it may be necessary to employ a number of sanctions to enforce our school rules, be in line with our Christian vision and values and ensure a safe learning environment. When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

During lessons, in a normal calm environment for small issues, the following sanctions will be used (in this order);

1. A reminder about the rule not being followed
2. An appropriate warning
3. A short time away from the group or task to reflect on behaviour
4. Minutes off a break or lunch time to reflect on behaviour

We expect:

Staff and Governors	Pupils	Parents/Carers
To lead by example To teach responsible behaviour, in all lessons but particularly through RE, PSHE (Jigsaw scheme) and worship. To encourage the aims and values of the school among the children To have high expectations of the children To meet the educational, social and behavioural needs of the children To provide an appropriate curriculum To strive to establish and maintain effective home/school links	To support and care for each other To respect each others property and work To listen to others and respect their opinions To take responsibility for their own actions and behaviour To do as instructed by all members of staff (teaching and non-teaching) To keep the School Rules	To work in partnership with school to promote good behaviour and support the school's policy To be aware and support school's values and expectations To strive to establish and maintain effective home/school links To ensure that children arrive on time each day and are collected at the correct time To inform school of any changing circumstances

Positive Strategies and rewards

These may be:

- A verbal response e.g. well done or excellent

- A non-verbal response e.g. thumbs up, a smile
- Stickers
- A reward, or where the child is highlighted by the teacher and /or peers
- Showing work to another teacher/head teacher
- Show work to the class
- Sharing success with parents
- In-class rewards and incentives
- Mentioned to parents
- Stickers at lunchtimes to reward positive behaviour
- A house point

The school has recognised systems in place:

- Good work worship
- Class awards including sticker systems

Strategies and sanctions used:-

Low	Medium	High
• Verbal reminders • Moving a child within the classroom • Discussion with child at the end of the session • Eye contact • Quiet word in lessons • Reminder of expectations • Redirection. • Change of activity. • Time out in class or in another class. • Phone call home. • Discuss behaviour with parent in school. • Short detention e.g. 5 mins at lunchtime. • Sent to the Head Teacher.	• Loss of appropriate privileges • Informal meeting where possible of parents/guardians and child's teacher • Informal meeting with the teacher/child/Head Teacher • Phone call to parents • Close monitoring of child for a short period by teacher • Child moved to another classroom for a short period • Time out – linked to IEP's • Further assessment of any SEND needs • Register at school action • Behaviour journal	• Formal meeting with head /parent/child class teacher • Involvement of outside agencies –e.g. Educational Psych. • Educational Welfare Officer to support with self-regulation • Time out linked to support plans • Exclusion for serious one-off high level • Exclusion where appropriate for persistent medium/high level including lunchtime periods • Support plans

Communication Skills:

All staff should be positive and pro-active in developing good relationships with children. For example, speak to children quietly, calmly and politely; identify and highlight good behaviour, initiate conversations with children about their interests, life in school or activities that they are doing.

If possible, avoid negative language. Focus language on what the child needs to do, rather than what has gone wrong. Always end the discussion with the child with a verbal picture of the required behaviour, the child needs to be clear what he/she needs to do. Where children find this difficult, describe what 'we' said to do, give them thinking time and identify/highlight/reward those children who are doing the correct thing.

Class teachers should ensure that all other staff, including TAs and Midday Supervisory Assistants and parent/carers are aware of any specific needs that a child may have.

Playground Behaviour

In addition to the above rules, if inappropriate behaviour happens in the playground the following will apply:

- Verbal reminders will be given and persistent offenders reported to the Head Teacher by MSAs.
- Swearing, including blasphemy, if heard by an adult will result in parents being contacted.
- In the absence of the Head Teacher, the class teacher will be responsible.

Bullying

Bullying is any intentional, hurtful behaviour that is repeated over time and targets an individual or group, causing physical, emotional, or psychological harm. This includes, but is not limited to, verbal abuse, physical violence, social exclusion, cyberbullying, and any other actions that seek to intimidate or harm others. The school takes any incident of bullying extremely seriously and therefore class it as a “high level” behaviour. High level strategies will therefore be used but ultimately, exclusion may be the only option. As part of the PSHCE (Personal, Social, Health, Citizenship Education) curriculum, pupils tackle and reflect upon issues related to bullying e.g. circle time.

The school will take time to gather evidence, by speaking to others that were present, around incidents that may have occurred to try and gain as full a picture as possible.

The Use of De-Escalation and Restraint

Behaviour can almost always be managed using proactive and preventative approaches and any physical intervention is only necessary after all other strategies have been exhausted. However, there may be extraordinary circumstances where the physical holding of a child is deemed necessary, for the protection of themselves or others. It is important, in those rare circumstances, that this happens within the framework of a Support Plan, and with the knowledge/agreement of parent/carers.

Our aim will be to:

- fulfil our duty of care to the individual child, and also to the rest of the children and staff in school;
- create and maintain a positive, safe and secure learning environment;
- promote a shared understanding that as a last resort, planned physical intervention is an option that will only be used by trained staff, who are monitored by the Head Teacher.

Exclusions

In cases of persistent unacceptable behaviour (High Level), and where the other sanctions/strategies listed above have been exhausted, the North Yorkshire guidelines will be followed. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

Recording and reporting incidents

Incidents of inappropriate behaviour are reported and recorded in line with the “level” of behaviour demonstrated by the child.

At a High Level, incidents are reported immediately to the head teacher for a formal interview with the child and parents. Other agencies may also be informed. Incidents are recorded in the “major Incidents” books (LA policy) and the formation of an Individual Action Plan may result. Exclusions are recorded on an EX1/FT form, parents are informed by telephone and in writing, and Scarborough Education Office is notified. A copy goes into the pupil’s file and to the SENDCo and a copy sent to the Exclusions Office at County Hall.

Maintaining the Policy

On-going informal monitoring will be done by the head teacher/senior manager/SENDCo /Governors (via head teacher’s report) and the Policy will be updated on regular basis.

Issues related to Child Protection

Certain behaviours, which appear consistently “out of character” or unusual in terms of their language or relationships with other children or adults, may indicate issues which need to be dealt with through the Child Protection Policy of the school. Further advice and support can be gained from the Educational Social Worker.

Substance abuse/racial harassment

As part of the PSHCE (Personal, Social, Health, Citizenship Education) and Science curriculum, pupils receive education concerning issues of substance abuse and racial harassment. The school works towards making pupils more aware of the wider world and their place within it. Visitors come into school and also visits are arranged e.g. Crucial Crew, Scarborough Hospital.

The Behaviour Support Team, the Educational Psychologist, the Educational Social Worker, and appropriate Medical agencies support the school in their work. The responsibility for contacting and involving these agencies lies with the head teacher and SENCO.

Distribution of the Policy

A copy of this policy will be given to **all** parents and staff when they start school. It will be discussed with all pupils in an appropriate way, relating to their age and level of understanding. All adults working in the school are obliged to read this policy.

Rules for the playground

- 1) Don't run outside the kitchen door
- 2) Do not stand on the horses
- 3) You must be reading, colouring or sitting quietly if you are in the Reading Stables
- 4) Children are not allowed into the Early Years area at breaktime (apart from if a member of staff has stayed with the Reception children in there)
- 5) You must not go behind the Shepherd's Hut
- 6) Only Year 2 children are allowed in the shed near the kitchen