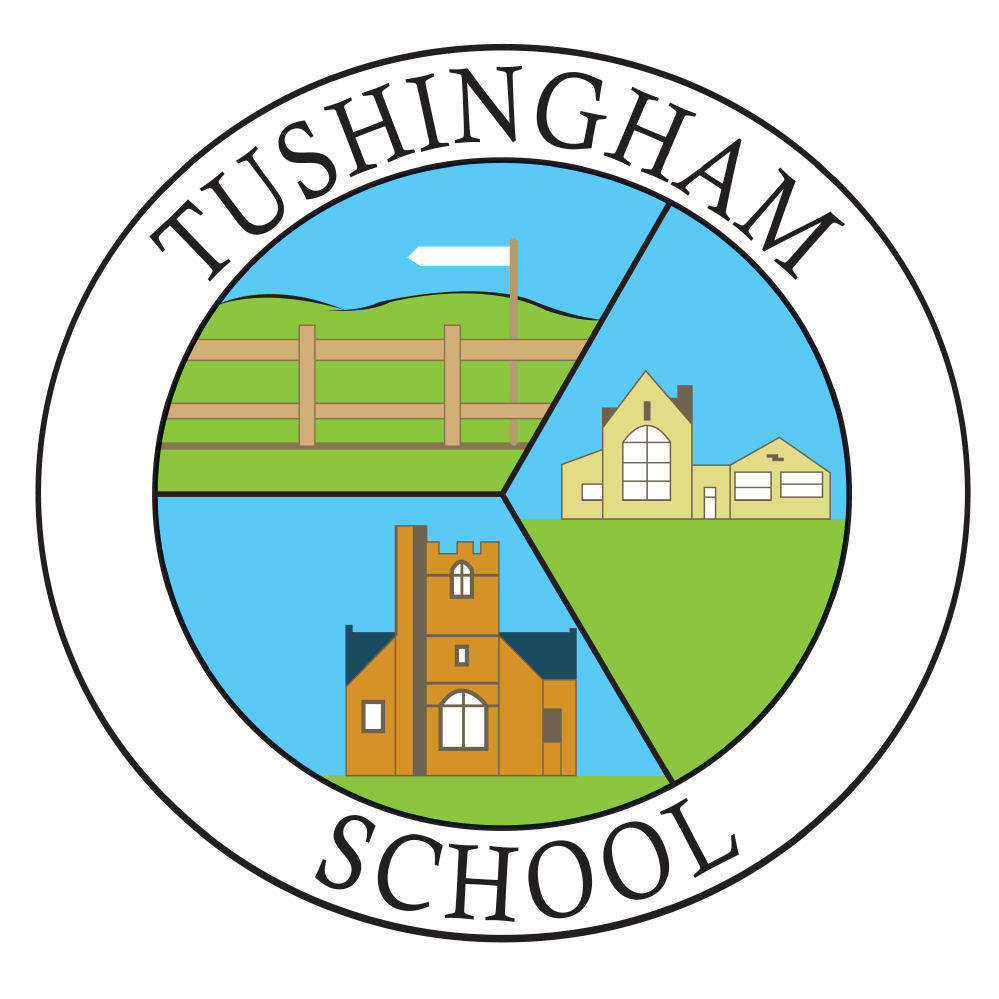
**BEHAVIOUR POLICY**



**Tushingham with Grindley CE Primary School**

*Tushingham, Whitchurch, Cheshire. SY13 4QS*

**1 John 4:7 Let us love one another, for love is from God**

Learning together and worshipping together

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**Date**:  **November 2022**

**Review date**: **November 2023**

**Signed by**:

Executive Head Teacher: C Davies

Chair of Governors: J Davies

*Vision Statement:*

*1 John 4:7 Let us love one another, for love is from God*

***Learning together and worshipping together***

*A*t Tushingham we provide every child with a loving, caring environment, where each pupil feels safe, respected and valued. Encouraged by a supportive family ethos and Christian worship which teaches of God’s, unconditional never-ending love, Tushingham pupils are determined, ambitious learners, each feeling nurtured as they strive to fulfil their potential. Our Christian ethos and curriculum are interwoven so as to teach children empathy and compassion for others, alongside knowledge, thoughts, actions and attitudes for themselves, so that they are guided to make a positive impact in the world, both now and in the future.

**Core Christian values:**

Respect

Generous

Compassion

Perseverance

Forgiveness

Positive behaviour reflects the values of the school, readiness to learn and respect for others. Good behaviour in schools is central to a good education. Behaviour must be managed well so there is a calm, safe and supportive environment which children want to attend and where they can learn and flourish.

Our aims:

* encourage good behaviour and respect for others;
* promote, among pupils, self-discipline and proper regard for authority;
* prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
* ensure that pupils complete any tasks reasonably assigned to them in connection with their education

**Behaviour curriculum**

Since we wish to ensure that the school vision statement is lived out in the relationships seen within school, our behaviour policy seeks to promote love towards one another, in all its Christian aspects.

1 Corinthians 13:4-7 **4**Love is patient and kind. Love is not jealous, it does not brag, and it is not proud. **5**Love is not rude, is not selfish, and does not become angry easily. Love does not remember wrongs done against it. **6**Love takes no pleasure in evil, but rejoices over the truth. **7**Love patiently accepts all things. It always trusts, always hopes, and always continues strong.

To this end, our whole school community are expected to follow ‘The Tushingham Way’; expectations of behaviour that positively promote the school’s ethos and core Christian values.

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| --- | --- | --- |
| **The Tushingham Way** | Core Christian Values: | Linked Christian values |
| **We listen and do as we are asked.** | Respect one another | Thankfulness  Community  Truthfulness |
| **We are kind and helpful in what we say and do.** | Be Generous to one another | Justice  Service |
| **We take care of everyone and everything in our school.** | Show compassion towards one another | Trust  Encourage |
| **We try our best in everything we do.** | Persevere in all we do. | Courage  Hope  Joy |
| **We keep our hands and feet to ourselves.** | Forgive one another | Peace  Dignity  Wisdom |

By modelling behaviours in school that follow the Tushingham way, Staff and pupils promote and create a safe, loving environment in which everyone can ‘Learn together and Worship together’.

**Promoting expected behaviour**

Our school creates an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like.

Our school has high expectations of pupils’ conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

Age appropriate reward systems are implemented fairly and consistently within school, by all staff. Trauma informed practice informs the systems used eg no public comparison of how many stickers or rewards so children do not feel they are not as good as their peers and all children feel self-worth and proud of themselves.

To promote positive behaviour strategies may include;

* Verbal praise
* Smiles and nods
* Visiting the head teacher – golden sticker and photo on masterpiece wall
* Gold sticker for showing Christian values to go on heart values display in the hall
* Being chosen for a certificate in weekly celebration assemblies
* Stickers/stamps given as required
* Marble jar or pompoms - for excellent whole class behaviour

Teachers should be aware that there may be children who need additional individual reward systems.

**Promoting reporting of inappropriate behaviour**

Through PHSE and RSE lessons, staff will promote a culture of openness and feeling safe to talk so that children feel able to talk about their experiences, however ‘low-level’. Worry monsters and boxes in classrooms encourage children to report concerns. These will be responded to either by the class teacher and/or by referring to the ELSA.

**Responding to inappropriate behaviour**

The **first priority should be to ensure the safety of pupils and staff** and to restore a calm environment.

To ensure that children understand when their behaviour has not followed ‘The Tushingham Way’ the following, possibly appropriate, responses may be used:

* A discussion with the child about why the behaviour was unacceptable and how to rectify the situation.
* Use restorative practice to ascertain appropriate consequences and promote a change in behaviour in the future. eg decide with the child that it is appropriate to miss break time to keep others safe
* Use the incident as a learning opportunity for the class or a group of children
* Put things in place to try to prevent behaviour incidents by anticipating triggers, e.g. Planning short movement breaks, adjusting seating plans, use of sensory breaks, or regulation techniques. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
* Use targeted interventions to improve pupil behaviour
* An apology to the victim
* A discussion with parents
* Restorative service, for example tidying up
* Loss of privileges
* Referral to ELSA
* Work in another class or room for a fixed time. This should only be used when necessary – when it is beneficial to the child - and once other behavioural strategies in the classroom have been attempted. A child having time out of the room should allow for continuation of the pupil’s education in a supervised setting and should be for a minimal time with the aim for reintegration. Parents would be informed.
* Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

Responses will be decided on a case-by-case basis with the child and will be:

* Proportionate
* Considered
* Supportive

Inappropriate behaviour, no matter how ‘low-level’, should always be communicated to parents. This can just be a quick phone call, but it’s important that it happens **immediately**and **every time**staff have concerns about their child’s behaviour. This will help:

* Get the parents on board in condemning the behaviour
* Start an important conversation between the pupil and their parents about acceptable and unacceptable behaviour
* To work towards a solution together

If incidents of unexpected behaviour occur which cause physical injury, involve verbal abuse (racist, discriminatory, or bullying) or acts of vandalism, these will be responded to by the headteacher/senior management and parents will be contacted. An incident report will be completed on CPOMS and actions recorded. Senior management will monitor behaviour incidents and ensure action is taken to support an improvement in future behaviour.

KCSiE 2022 Paragraph 35:

Child-on-child abuse is most likely to include, but may not be limited to:

* bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
* physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
* Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
* sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
* causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
* upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
* initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

**Abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.**

All staff need to maintain an attitude of **‘it could happen here’.**

Staff understand the importance of challenging all inappropriate language and behaviour between pupils. Inappropriate behaviour will be addressed quickly and effectively, as this can help prevent abusive/violent behaviour further down the line. **While we won’t tolerate the behaviour, we won’t demonise anyone.**

All child on child abuse will be discussed with parents and discussions will take place on how to prevent future occurrences.

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. Staff will adhere to the DfE Use of Reasonable force guidance: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf>

**Staff will use de-escalation strategies wherever possible, and use force as a last resort.**

De-escalation techniques such as PACE Playfulness - Acceptance - Curiosity – Empathy <https://ddpnetwork.org/about-ddp/meant-pace/> can be very effective.

**Persistent misbehaviour**

Examples of interventions school may consider include:

• frequent and open engagement with parents, including home visits if deemed necessary;

• providing mentoring and coaching;

• short-term behaviour monitoring cards or longer-term behaviour plans eg Reducing Anxiety Management Plan (RAMP);

• engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Where school has serious concerns about a pupil’s behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil’s educational needs is required (see guidance Working together to safeguard children <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf> ).

**Suspensions and permanent exclusions**

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as positive strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. The Headteacher has the responsibility for giving suspensions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others.

For repeated or very serious behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified and after consulting:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf>

If the Headteacher suspends or excludes a child, parents are informed immediately, giving reasons for the exclusion. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must, also without delay after their decision, notify the social worker and/or Virtual School Head, as applicable. Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. These duties need to be complied with when deciding whether to exclude a pupil. The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

**Monitoring**

The Headteacher monitors behaviours recorded on CPOMS on a regular basis (termly) and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout their school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**Review**

The Senior Leadership Team reviews this policy annually.

This policy takes account of the DfE Behaviour in Schools guidance:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf>

Detailed advice for governors is available in Behaviour and discipline in schools: Guidance for governing bodies:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf>