



Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another

'Love one another, as I have loved you' John 13:34

BEHAVIOUR POLICY

Signed:..... Chair of Curriculum Committee	
Signed:..... Headteacher	
Date: February 2024	Review Date: Every 3 years

Aims and expectations

At Antrobus St Mark's and Great Budworth CE Schools we reward good behaviour, as we believe this helps develop an ethos of kindness and cooperation based on the Christian values of love and compassion. This policy is designed to promote good behaviour, rather than merely deter behaviour of concern. As Church Schools, the messages from Christ's teachings are the foundation of all that we do.

With this in mind, our three school rules are:

- **Ready-** Are children/staff ready to learn? Regulated, sat, listening, awaiting instruction.
- **Respect-** Are children/ staff showing respect to each other? Respect for our school environment and equipment? Respect for themselves? Showing love for each other like our school vision.

- **Reach-** If we are able to show we are ready and have respect then we will be able to complete our work and learning to our best ability and as a result we will reach our goals and aspirations whatever they may be for each individual.

It is the responsibility of all members of staff to ensure these rules are adhered to.

Our schools follow a simple Behaviour Blueprint, the aim of which is to:

- Celebrate positive behaviour
- Promote the Christian values and ethos in the school
- Promote the right of all children and adults to feel valued and respected
- Acknowledge the right of all to feel safe and secure
- Treat everyone fairly, politely and consistently
- Encourage positive self-esteem
- Encourage children to take responsibility for their actions and to consider the consequences of their actions
- Support those with behavioural difficulties
- Establish recognised procedures for dealing with persistently inappropriate and unacceptable behaviours of concern
- We take on a trauma informed approach to our behaviour, ensuring all conversations are concluded with a restorative approach.

Visible Consistencies

We strive to promote the following visible consistencies at all times which are in line with staff training on trauma informed practice:

Nurture strong relationships

Focus on the positive

Calm and consistent response- Staff have restorative questions on the back of their lanyards to support a consistent approach to all behaviour at any point in the day.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers consistently look for opportunities to praise children and celebrate their achievements.
- Opportunity to show examples of best work are given in this celebration worship.
- The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are celebrated in celebration worship and reported to parents and governors in newsletters.
- Pupils are awarded pebbles for the class jar as positive recognition. Once the class fills their jar, they select a whole class treat.

- Children demonstrating 'over and above' good behaviour may be selected to join the Hot Chocolate Club.

Response

At our schools, all staff follow the same positive intervention of 'PIP and RIP' (praise in public, reprimand in private) to ensure a consistently safe and positive learning environment.

If a pupil is not following the school rules, a process of interventions is followed:

- Reminder
- Scripted intervention
- Time out
- Repair- restorative element.

If a pupil requires a restorative conversation, all staff ask the same 5 questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. What should we do to put things right?

Staff recognise that behaviour is communication and will seek to identify the need behind any instance of behaviour of concern. However, for pupils who are disrupting learning, responses will be considered, e.g.

- Move table
- Move location
- Go to another class
- Miss part of breaktime
- Informal contact with parents
- Behaviour plan
- Refer to Head teacher
- Formal contact with parents
- Consider child profile/SEND support
- Consider interventions e.g. ELSA, Lego Therapy, Play Therapy
- Liaise with Education Access Team
- Follow LEA exclusion procedures

A record of such relevant incidents is added to CPOMS.

The role of the Head teacher

- It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on

the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children and staff in the school.

- The Head teacher reviews records of all reported serious or persistent incidents of behaviour of concern which are kept using CPOMS.
- The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of behaviour of concern. For repeated or very serious incidents, the Head teacher may follow the local authority guidelines to permanently exclude a child.

Fixed Term Exclusions

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. A Home/School agreement is sent to parents as their child starts school.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour of concern.
- If the school has to use reasonable responses when dealing with behaviour of concern, we inform parents at the earliest opportunity. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If they still remain dissatisfied with the outcome, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the governing body

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Governors support the Head teacher in adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour of concern.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to local authority guidance in any decision to exclude a child from school.

Only the Head teacher has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

Under current guidance, after 15 days the local authority must become involved. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

The Head teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

If the Head teacher excludes a child, the parents will be informed immediately and will be given written reasons for the exclusion. At the same time, the Head teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. In such circumstances, the governing body will form a discipline committee which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the governors. Personal interest would limit the make-up of the committee.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring

themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.

Use of force should only be used as a last resort. The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time.

The degree of force used will be the minimum needed and proportional to the situation. All incidents involving the use of force will be recorded on an incident document by staff involved as soon as possible after the incident and copies will be saved on the CPOMS system.

Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be administered. This should be taken directly to the class teacher/adult in charge. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be subject of a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

Monitoring and review

The Head teacher monitors the effectiveness of this policy on a regular basis, and will report to the governing body on the effectiveness of the policy. If necessary, the Head teacher may make any recommendations for further improvements.

All incidents are recorded on CPOMS and are reviewed regularly by the Headteacher,

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.