



BEHAVIOUR POLICY

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.



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Policy name:	Behaviour Policy
Version:	V5
Date:	September 2023
Review Date:	September 2024
Coordinated by:	A Palmer



Nominated Governor:

D Robinson



1. Legislation and statutory requirements

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

- Behaviour and discipline in schools 2012
- The Equality Act 2010
- KCSIE 2023
- Use of reasonable force in schools 2013
- Reducing the need for restraint and restrictive intervention 2014
- Searching, screening and confiscation: advice for schools 2014
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice 2014.

This policy should be read in conjunction with the IFTL Responsible Citizens and Behaviour Core Values.

2. Our Vision

Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish.

At St Mary and St Giles School we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour.

Our school values of **Responsibility, Love, Thankfulness, Wisdom** and **Kindness** are embedded in everyday life. They are strongly rooted in the Christian faith. Along with the vision our values are at the core of everything we do. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment.

We strive to promote and create responsible citizens who:

- make good choices and encourage others to do the same.
- behave positively
- are considerate and value themselves, others and their environment
- strive for success
- are independent, articulate thinkers and learners
- have confidence to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours and exhibit a growth mindset
- are role models to others

We believe everyone within our community has the right:

- To learn

- To be respected
- To be safe and supported

To enable this to occur everyone has:

- Personal responsibility to make sure their behaviour ensures these rights are observed.
- To follow and adhere to policies and procedures.
- To demonstrate equality and respect are irrespective of background.

3. Success indicators

- All stakeholders, staff, children and parents/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.
- We foster a positive environment where children exhibit a sense of pride within our school.
- High and consistent expectations that everyone, irrespective of gender, race or culture, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- There are collaborative working relationships with parents/carers promoting positive behaviour with effective two-way partnership.
- Children understand the impact of their behaviour and adapt this behaviour in the future making more positive and informed choices.
- Proactive support and guidance to help children learn from their mistakes and take ownership from them.

4. Promotion of Positive Behaviours

We believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards which builds self-esteem and a child's sense of worth. Strategies we use to achieve this include:

- Clear role modelling of positive behaviours by all members of staff
- Use of praise to congratulate children on their achievements and behaviours
- Worship activities link to values and promote thought and discussion about them
- Awarding of house points for behaviour related to our values as well as academic achievements. This leads to a half-termly house treat for the winning house.
- Awarding of Values and Work of the Week certificates in weekly assembly and recipients attend weekly tea party with a member of the senior leadership team.
- Sending children to share their achievements with Headteacher or another member of staff
- Celebrating achievements in school with parents



- Additional class-based systems that will be age appropriate (e.g. use of stickers, marble jar)
- Attending the half termly SLT Tea Party.

5. Child on Child abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/ downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We recognise that child on child abuse can manifest itself in many ways such as:

- Child sexual exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be managed with reference to other policies in school such as the anti-bullying policy, child protection policy and online safety policy.

6. Consequences & Dealing with Inappropriate Behaviour

Children are learning their way in the world, and we need to help them make the right choices and support the development of their moral compass. As a part of this learning process, sometimes mistakes will be made. We need to help children make informed and positive choices but if poor choices are made, whether deliberate or intentional, consequences need to be implemented. It is the duty of all staff within school to support children and strive to understand the underlying reasons for behaviour whilst recognising that children should be supported in taking responsibility for their actions.

At our school, staff will always support each other in dealing with inappropriate behaviour. When necessary, class teachers may refer to a year group colleague or



team leader for support. If behaviour is consistently inappropriate or particularly serious then referral to the Senior Leadership Team will be made. Parents are viewed as vital partners in ensuring their children make the right choices in behaviour. When necessary, parents will be contacted to discuss their child's behaviour, consider any possible underlying causes and together we will seek effective strategies together to move forward.

LEVEL 1	
Behaviours	<ul style="list-style-type: none"> • Calling out • Disruptions such as silly noises • Fidgeting • Not being organised • Not completing work to an acceptable standard
Possible Consequences	<ul style="list-style-type: none"> • Withdrawal from activity or group - children given time to sit on their own and reflect • Withdrawal from play or lunch times – children may be asked to complete work • Work to be sent home to be completed – parents to be informed of this • Home-school diary to record behaviours and inform parents
Class Teacher	<p>If children displaying these behaviours regularly the class teacher will try a range of strategies recording evidence on CPOMS and monitoring to check if there are any patterns or trends which can be identified. Parents also need to be consulted and kept informed.</p> <p>Teachers will also think carefully about the teaching and learning provision for this child; if the children are engaged then low-level behaviours are minimised. Incidents will be classified as “low level” or significant or serious dependent on the nature of the behavioural incident.</p>
Additional Comments	<p>Each class will now begin the week with a check in. Everyone says something about themselves and how they are feeling. This helps us start the week in a personal way. During the week classes will check in or out at different times. The Colour Monster cards can also be used as tool.</p> <p>Further support can be gained from Behaviour Lead and the SENCo.</p>

LEVEL 2



Behaviours	<ul style="list-style-type: none"> • Repetitive or frequent instances of level 1 behaviours • Using equipment inappropriately • Passing inappropriate messages • Saying unkind things to another child • Refusal to follow instructions • Refusal to wear the correct uniform or alternatives offered
Possible Consequences	<ul style="list-style-type: none"> • Withdrawal from play or lunchtimes • Withdrawal from class – child is taken to another class with work to complete • Reflection time
Class Teacher Actions	<p>Restorative approaches are used, see Appendix 1</p> <ul style="list-style-type: none"> – Record behaviours and consequences on CPOMS. Incidents will be classified as “low level” or significant or serious dependent on the nature of the behavioural incident. – Inform parents on the day – Use of behaviour reflection sheet – Child placed on Success Card (if appropriate)
Additional Comments	<p>Each class will now begin the week with a check in. Everyone says something about themselves and how they are feeling. This helps us start the week in a personal way. During the week classes will check in or out at different times. The Colour Monster cards can also be used as tool.</p> <p>Further support can be gained from Behaviour Lead</p>

LEVEL 3

LEVEL 3	
Behaviours	<ul style="list-style-type: none"> • Hurting a child or adult deliberately by kicking, punching, pinching, spitting or pushing • Fighting or serious level of aggression towards peers or adults • Insulting offensive language such as swearing, sexual, homophobic, racist, faith, disability, prejudice-based incidents. • Physical damage to school or someone else's property • Bullying behaviour • Theft • Acting in a dangerous manner which endangers safety of themselves or others • Absolute refusal to comply with instructions • Bringing an item onto school property such as drugs, knives, inappropriate pictures and publications • Major disruption in class which forces the teaching to stop and other children to be removed for their own safety • Use of technology to bully others
Consequences	<p>Refer to Behaviour Lead/Assistant Head/Deputy or Head</p> <ul style="list-style-type: none"> – Possible suspension from privileged events e.g. residential trips; school discos – Possible internal seclusion – Possible suspension (fixed term or permanent) – to be done by the Headteacher or in her absence the Deputy. – Child placed on Success Card (if appropriate)
Class Teacher Actions	<p>Refer to SLT immediately</p> <ul style="list-style-type: none"> – Complete CPOMS recording behaviours, consequences and actions. Incidents will be classified as "low level" or significant or serious dependent on the nature of the behavioural incident. – Ensure parents have been informed – Use of behaviour reflection sheet
Additional Comments	<p>Referral to Behaviour Support may be made</p> <ul style="list-style-type: none"> – Behaviour support plan or positive handling plan may be established. – Suspension to be carried out by Headteacher only or in their absence the Deputy.



LEVEL 4

Behaviours	<ul style="list-style-type: none"> • Hurting a child or adult deliberately by kicking, punching, pinching, spitting or pushing • Fighting or serious level of aggression towards peers or adults • Insulting offensive language such as swearing, sexual, homophobic, racist, faith, disability, prejudice-based incidents. • Physical damage to school or someone else's property • Bullying behaviour • Theft • Acting in a dangerous manner which endangers safety of themselves or others • Absolute refusal to comply with instructions • Bringing an item onto school property such as drugs, knives, inappropriate pictures and publications • Major disruption in class which forces the teaching to stop and other children to be removed for their own safety • Use of technology to bully others
Consequences	<p>Refer to Behaviour Lead/Assistant Head/Deputy or Head</p> <ul style="list-style-type: none"> – Possible suspension from privileged events e.g. residential trips; school discos – Possible internal seclusion – Possible suspension (fixed term or permanent) – to be done by the Headteacher or in her absence the Deputy.
Class Teacher Actions	<p>Refer to SLT immediately</p> <ul style="list-style-type: none"> – Complete CPOMS recording behaviours, consequences and actions. Incidents will be classified as "low level" or significant or serious dependent on the nature of the behavioural incident. – Ensure parents have been informed – Use of behaviour reflection sheet
Additional Comments	<p>Referral to Behaviour Support may be made</p> <ul style="list-style-type: none"> – Behaviour support plan or positive handling plan may be established. – Suspension to be carried out by Headteacher only or in their absence the Deputy.



LEVEL 5	
Behaviours	<ul style="list-style-type: none"> • Hurting a child or adult deliberately by kicking, punching, pinching, spitting or pushing • Fighting or serious level of aggression towards peers or adults • Insulting offensive language such as swearing, sexual, homophobic, racist, faith, disability, prejudice-based incidents. • Physical damage to school or someone else's property • Bullying behaviour • Theft • Acting in a dangerous manner which endangers safety of themselves or others • Absolute refusal to comply with instructions • Bringing an item onto school property such as drugs, knives, inappropriate pictures and publications • Major disruption in class which forces the teaching to stop and other children to be removed for their own safety • Use of technology to bully others
Consequences	<p>Refer to Behaviour Lead/Assistant Head/Deputy or Head</p> <ul style="list-style-type: none"> – Possible suspension from privileged events e.g. residential trips; school discos – Possible internal seclusion – Possible suspension (fixed term or permanent) – to be done by the Headteacher or in her absence the Deputy.
Class Teacher Actions	<p>Refer to SLT immediately</p> <ul style="list-style-type: none"> – Complete CPOMS recording behaviours, consequences and actions. Incidents will be classified as "low level" or significant or serious dependent on the nature of the behavioural incident. – Ensure parents have been informed – Use of behaviour reflection sheet
Additional Comments	<p>Referral to Behaviour Support may be made</p> <ul style="list-style-type: none"> – Behaviour support plan or positive handling plan may be established. – Suspension to be carried out by Headteacher only or in their absence the Deputy.



7. Inclusion, SEND and Behaviour

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 Behaviour Lead and the SENDCo 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 to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher and staff members will 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.

9. Positive Handling Interventions and Searching

We adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use 'reasonable force' to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

Reasonable means 'Using no more force than is needed.' When using reasonable force in response to risks presented by incidents involving children with SEND or disabilities or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. (KCSiE, 2023) Early and proactive intervention with a focus on de-escalation is the key approach and 'positive handling' will only be used as a last resort according to the criteria stated above.



Staff that carry out positive handling will be qualified through team-teach. Those children that are known to possibly require positive handling will have positive handling plans in place which have been agreed with parents. When positive handling does occur, it will be recorded on CPOMS and in the positive handling bound and numbered book. Parents will be informed when positive handling has taken place. (See appendix 3 positive handling form).

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/ carer must be informed. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

10. Off-site behaviour

School has no control over pupil conduct outside of school. However, should any external incident have implications in school, it will be investigated, and steps will always be taken to safeguard our children. For example, children are not allowed to use mobile phones on the school site. If an incident occurs on social media that causes distress or disruption to a child in school, then school will support families in addressing it and act appropriately which may include contact other parents/ carers and even the police.

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. 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.

12. Anti-bullying

Please refer to separate Anti-bullying Policy.



13. Suspension

Please refer to separate Suspension Policy.

Appendix 1 – Restorative Language

About Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this does not happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.



Appendix 2 – Pupil Reflection Sheet

PUPIL REFLECTION SHEET

Name:		Class:	
Date:		Staff Member:	

What Happened?

--

What were you thinking?

--

What needs to happen to put things right?

--

What will you do differently next time?

--

Action:

--

Next step:

--



Appendix 3: First Behaviour Letter Template

[Insert Date]

[Insert Address]

Dear Parent /Carer

First Behaviour Letter

Name:

DOB:

Class:

Recently, [Insert child's name] has not been behaving as well in school as they could.

It is important that [insert child's name] understands our School Values. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

[Class Teacher's Name]

First Behaviour Letter – Acknowledgement Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Child's Name:

Parent/Carer Name:

Parent/Carer Signature:



Appendix 4 - Second Behaviour Letter Template

[Insert Date]

[Insert Address]

Dear Parent /Carer

Second Behaviour Letter

Name:

DOB:

Class:

Following my previous letter regarding the behaviour of [insert child's name], I am sorry to say that he/she (*delete as appropriate*) is still struggling to adhere to our School Values.

I would appreciate it, if we could arrange to meet after school so we can discuss a way forward. Please contact the School Office on [insert number] to arrange a convenient date.

Yours sincerely

[Class Teacher's Name]



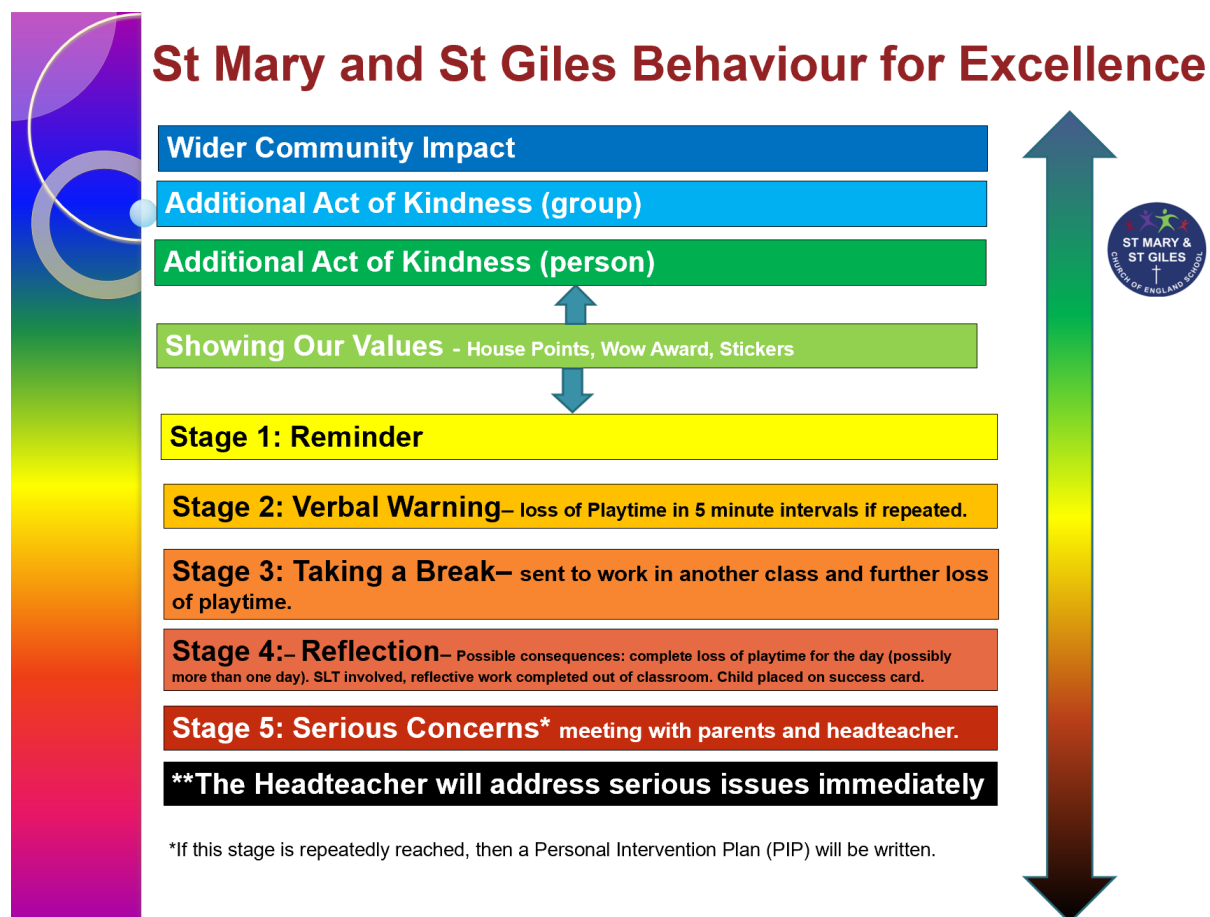
Appendix 5 - Positive Handling Form

POSITIVE HANDLING FORM

DETAILS OF PUPIL OF WHOM FORCE WAS USED			
Name:		Class:	
SEN, disability or other vulnerability:			
Date of incident:			
Time of incident:			
Location of incident:			
Names of staff involved (directly or as witnesses):			
Please specify which teacher is Team Teach Trained			
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used:			
Reason for using Team Teach holding technique:			
Any injury suffered by staff or pupils and any first aid and/or medical attention required:			
Any information about the incident shared with staff not involved in it and/or external agencies:			
When and how those with parental responsibility were informed about the incident and any views they have expressed:			
Has any complaint been lodged? (Details should not be recorded here)			



Appendix 6 – Child Friendly Behaviour Ladder and ways to recognise positive behaviour



How will you be recognised ?



School Level

Wow award
Value certificate
Congratulated in assembly
Additional responsibility
Afternoon tea with SLT



Classroom Level

Additional responsibility
Stickers
Personal praise
Positive note
Positive phone call
Positive referral to Year Leader or SLT
Share work in class / with other classes
House points



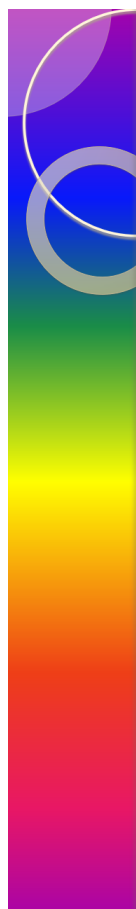
At SMSG, we focus on recognising and reinforcing the excellent conduct and effort of children who consistently perform at a high standard.

We reward our children who consistently demonstrate the school values –

Kindness, Responsibility, Love, Wisdom, Thankfulness



Appendix 7 – Low-level disruption procedure



St Mary and St Giles Low-level Disruption Procedure

Stage 1: Reminder

Stage 2: Verbal Warning

If children repeatedly need stage 1 and stage 2 reminders, follow flow chart

Using positive reinforcement around the desired behaviours and opportunities across the whole week for children to improve their behaviour children may be taken off the list.

Name added to low-level disruption list – child spoken to by SLT at the end of the week



Name added for a second week within a half term. Child spoken to by SLT at the end of the week and parents contacted by class teacher

Name added for a third week within a half term. Parents invited in to meet with child, teacher and SLT member

Please ensure that no names or initials are visible in the classroom (on IWB/board at the front of the classroom etc.) It is important that we carry out this strategy in a positive way and children don't feel shamed.



Appendix 8 – Success Card

 <h1 style="text-align: center; color: red;">SUCCESS CARD</h1> 							
W/C: Name: Class: Number of times on a Success card: Week number:							
Day	Before school/ Registration	Lessons to break	Break Time	Lessons to lunch	Lunchtime	Afternoon lessons	After school
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



DAY	Teacher comments:	Family comments:	SLT member feedback and comments:
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Next Week I need to...			
Grading:			

