



# *The Diocese of Chelmsford*

## *Vine Schools Trust*

### *Behaviour Policy*

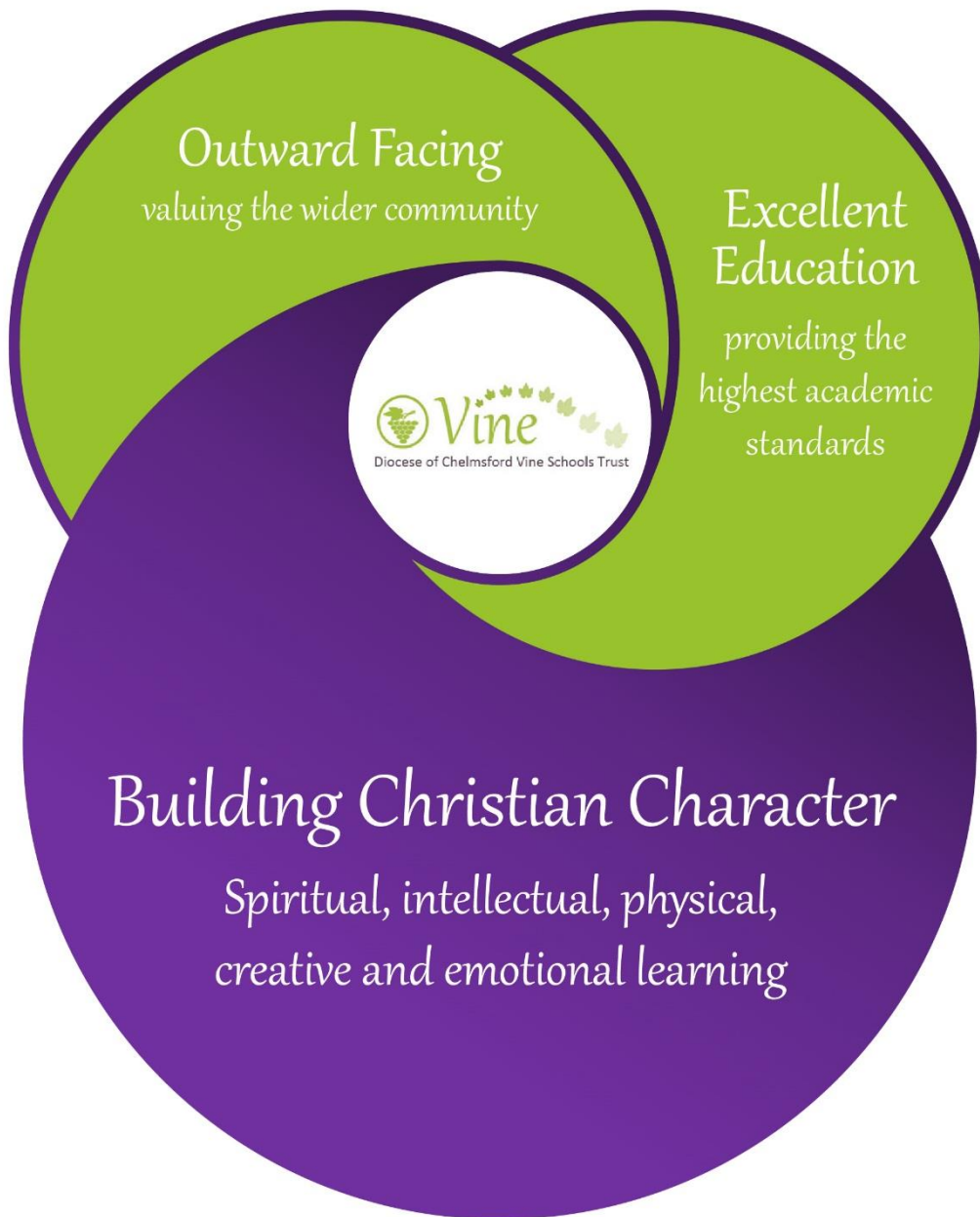
This policy is a model policy that has been reviewed and customised by  
Latchingdon CE Primary School.

<b>The Diocese of Chelmsford Vine Schools Trust</b>	
Approved by:	The Vine Schools Trust
Signature:	Chairman
Date:	21 <sup>st</sup> September 2018

<b>Latchingdon CE Primary School</b>	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	AM Garrigan
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# Our Vision and Values



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## 1. Introduction

- 1.1 The Diocese of Chelmsford Vine Schools Trust and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment.
- 1.2 Each Academy recognises the importance of a behaviour policy that sets out the behaviour expectations of all pupils attending the individual academy.
- 1.3 This policy aims to provide a framework for Vine academies to create their own behaviour policy, explaining the duties and powers that academies have in respect of pupil behaviour.
- 1.4 A strong and clear policy on behaviour is essential when supporting the management of behaviour in our academies, including rewarding and sanctioning pupils.
- 1.5 This policy is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

## 2. Behaviour Policy Aims

- 2.1 Our aim is:
  - To create an environment that encourages and reinforces good behaviour in line with Christian values;
  - To define acceptable standards of behaviour;
  - To encourage consistency of response to both positive and negative behaviour;
  - To promote self-esteem, self-discipline and positive relationships;
  - To ensure that the Academy's expectations and strategies are widely known and understood;
  - To encourage the involvement of both home and the Academy in the implementation of this policy;
- 2.2 As adults we should aim to:
  - Model high standards of behaviour, both in their dealings with the students and with each other;
  - Create a positive climate with realistic expectations;
  - Emphasise the importance of being valued as an individual within the group;
  - Promote, through example, honesty and courtesy;
  - Provide a caring and effective learning environment;
  - Encourage relationships based on kindness, respect and understanding of the needs of others;
  - Ensure fair treatment for all regardless of age, gender, race, ability and disability;
  - Show appreciation of the efforts and contributions of all.

## 3. Approach to Behaviour Management

- To involve all of the Academy community in making and celebrating the rules
  - To ensure that everyone knows and practises the core values
  - To regularly use a variety of strategies to promote high standards of behaviour
  - To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
  - To ensure that all staff are conscious of the example they set the whole time
  - To focus on the child's behaviour and not the child him/herself
  - To seek guidance from outside agencies when extra support is needed
  - To take ownership of behaviour issues
- 3.1 We believe it is important to provide a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
  - 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide

opportunities for them to make independent choices and become increasingly responsible for their own actions.

#### 4. Rewards

- 4.1 Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students.
- 4.2 Individual academies may choose to implement formal reward structures which should be explained in the academy Behaviour Policy. **See Appendix for Latchingdon CE Primary School.**

#### 5. Sanctions

- 5.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.
- 5.2 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
  - It must be made clear what changes in behaviour are required to avoid future sanctions;
  - Group sanctions should be avoided as it breeds resentment;
  - There should be a clear distinction between minor and major offences;
  - It must be the behaviour rather than the person that is punished.
- 5.3 When discussing behaviour incidents with children, it is important that all adults talk to them with a quiet, calm and non-confrontational voice.
- 5.4 The following are examples of sanctions are permitted for use in Vine Academies:
- Non verbal warnings;
  - Informal verbal warning that is not recorded;
  - Formal verbal warning that is recorded;
  - Time out in the classroom;
  - Time out outside the classroom environment supervised by another member of staff;
  - Letter home to parents;
  - Separate supervision during break or lunchtime.
- 5.5 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.
- 5.6 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions:
- What happened?
  - What were you thinking?
  - How were you feeling?
  - Who else has been affected by this?
  - What do you need to do now so that the harm can be repaired?

#### 6. Monitoring and Evaluation

- 6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded daily and monitored by the Local Governors to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy should also monitor to ensure that rewards and sanctions are distributed fairly. It is suggested that data is analysed by:
- Gender
  - Ethnicity

- SEN
- Age

6.2 This work forms part of our policy on Equal and Diversity.

6.3 It is suggested that every Vine academy has a Home / School agreement. Every parent is then expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance. At Latchingdon this will be sent out with annual reports.

## **7. Pupils' Conduct Outside the Academy Gates**

7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

7.2 Staff may discipline pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When behaviour could adversely affect the reputation of the school.

7.3 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **8. Detention**

**See Appendix for Latchingdon CE Primary**

8.1 Staff have the authority to issue a detention to pupils.

8.2 Staff must make sure pupils and parents are aware that detention is used as a sanction.

8.3 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

## **9. Confiscation of Inappropriate Items**

9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

9.1.1 The general power to discipline - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

9.1.2 The Power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

- 9.3 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## 10. Reasonable Use of Force

- 10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.
- 10.4 Further guidance can be found in the Positive Handling Policy.

### Appendix

Procedures for Latchingdon CE Primary School

#### Rewards

A positive approach will be taken to encourage appropriate behaviour, which will be rewarded by praise, stickers and texts to parents. Friday assemblies include lunch time Stars of the Week and class Stars of the Week for good work and behaviour. Names are published on the website and noticeboard.

#### Strategies

If problems arise people will be encouraged to talk to each other to resolve matters. PSHE sessions with the whole class will be used to discuss issues when appropriate. A designated member of staff is available to talk to pupils after break times to help resolve any issues.

In line with Government guidance, teachers, Learning Support Assistants, Midday Assistants and other paid staff with responsibility for pupils will use whole school sanctions to enforce the school rules, and to ensure a safe and positive learning environment. All adults are expected to use these sanctions consistently, fairly and respectfully.

#### **\*During COVID**

**All withdrawal of privileges will be within the class bubble.**

**Any meetings with parents will be by telephone.**

- Pupils will come straight into school in the morning to provide a calm atmosphere at the start of the day. A member of staff will supervise at the gate and greet the children.
- Children will have early morning work on their desks or on the board to get straight on with and which they can do independently to settle them.



- Pupils will be escorted into and out of assembly by the class teacher.
- If a child behaves inappropriately at morning break they will stand with the teacher or teaching assistant on duty. If necessary the child will be taken in to the headteacher by an adult.
- At lunch time, pupils will be sent inside for 5 minutes. Incidents will be recorded by midday assistants and reported to teachers at the end of the break to keep them informed.
- Most incidents of unacceptable behaviour are minor and can be dealt with by a reminder of rules and a verbal apology. However, should there be a more serious incident or persistent inappropriate behaviour from individual pupils the following strategies may be used:
  - The school has a traffic light system which is used consistently across the school:
    - First there will be a verbal warning.
    - The child's name will be placed on yellow on their second warning.
    - On the third warning the child's name will be placed on red. They will miss the next morning break, supervised in the hall by a member of staff and a text will be sent home.
    - Children are aware that some behaviour is considered more serious and children will be moved straight to red, e.g. swearing, damage to property.

If three texts are sent, the parents/carers will be asked to come into school to discuss the child's behaviour.

- If a child is disrupting a lesson, they will be taken to another class until their behaviour improves.
- If a child refuses to leave the room the Headteacher, or another available teacher will be sent for.
- At lunch time, the Headteacher or member of the Senior Leadership Team will be available to manage more serious incidents.