



The Diocese of Chelmsford

Vine Schools Trust

Behaviour Policy

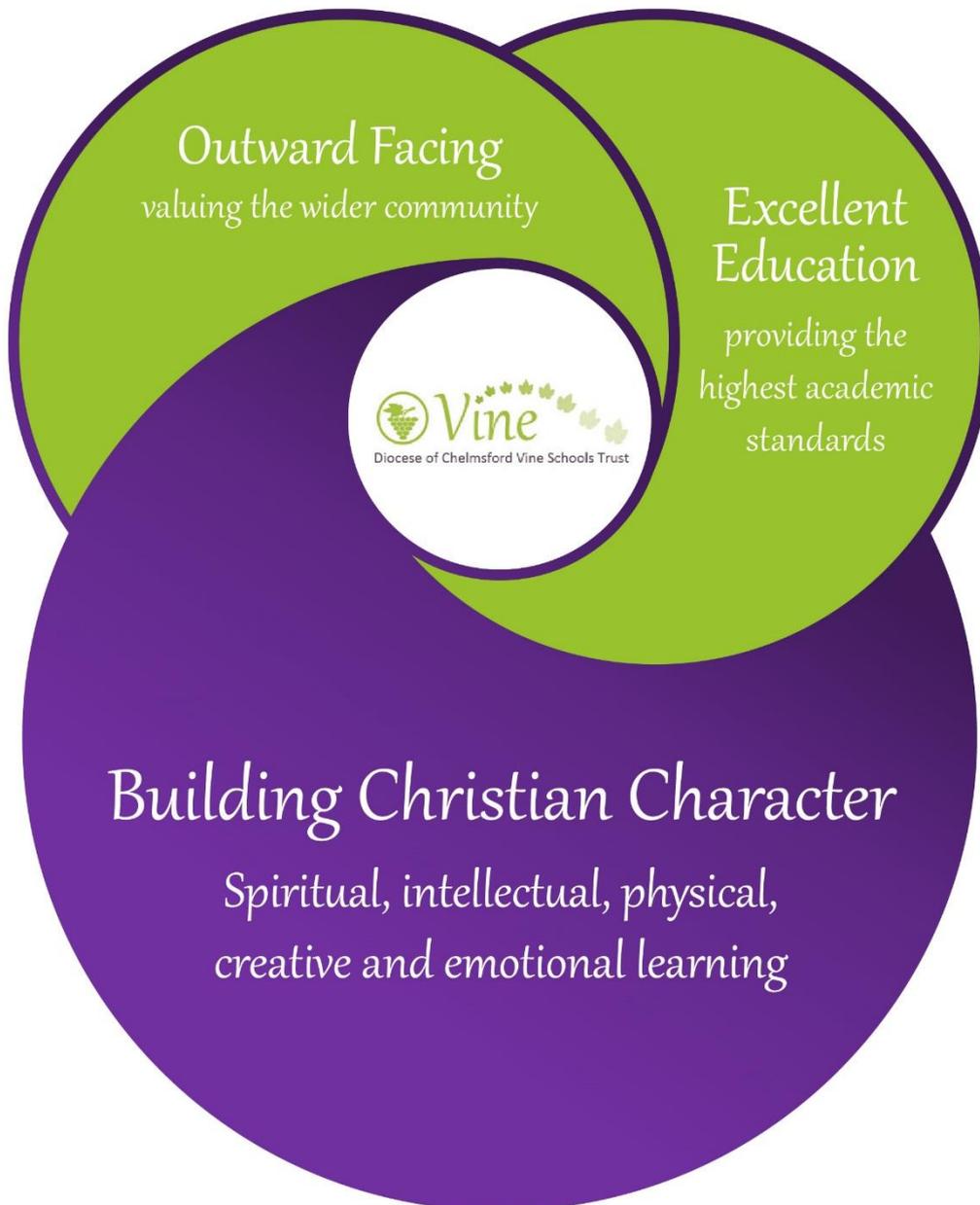
This policy is a model policy that must be reviewed and customised by each Vine Academy.

The Diocese of Chelmsford Vine Schools Trust	
Approved by:	The Vine Schools Trust
Signature:	Chairman
Date:	21 st September 2018

St Osyth Church of England Primary School	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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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.

Together we will:

1. Be **compassionate** to everyone
2. Be **trustworthy** in all that we do
3. Be **respectful** to each other
4. Be a good **friend**
5. Be **thankful**
6. Be full of **hope**

We value everyone's contribution to the life of the school.

All staff, pupils, parents and governors are expected to share and uphold this vision.

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.

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 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 Opportunities.
- 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.

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 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.
- 7.3 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 travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 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

- 8.1 Staff have the authority to issue a detention to pupils.
- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
 - Weekends - except the weekend preceding or following the half term break, and;
 - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 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 A

Behaviour Plan

Staff will use their professional judgement with regard to unacceptable behaviour, taking into account the circumstances and the individual concerned.

Action	Action	Action	Action
Not ready to learn - persistently	Disrupting the learning of others	Refusing to cooperate with others (GET ASSISTANCE VIA RED RECATANGLE- IF NEEDED)	Dangerous and damaging behaviour (GET ASSISTANCE VIA RED RECATANGLE)
<ul style="list-style-type: none"> Not following classroom rules Not having the right attitude Late for lesson 	<ul style="list-style-type: none"> Not listening to or following instructions Shouting out in class Disrupting the work of others Disrespectful comments/behaviour Not using equipment properly 	<ul style="list-style-type: none"> Repeated refusal to follow instructions Using equipment dangerously Arguing with teachers Ignoring staff and walking away Inappropriate sexual comments/behaviour Swearing at peers Bullying: Verbal/physical Stealing Vandalism Racist language or behaviour 	<ul style="list-style-type: none"> Swearing at staff Verbal or written abuse to staff Total refusal to co-operate Vandalism Excessive physical contact Racist language or behaviour
Consequences	Consequences	Consequences	Consequences
<p>CLASSROOM TEACHER RESPONSIBLE</p> <ul style="list-style-type: none"> Use classroom management approaches <p>Plus describe the behaviour</p> <p>If pupil continues, point out the consequences</p> <ul style="list-style-type: none"> Detention (break time) Lose golden time Remove to another class <p>Persistent</p>	<p>CLASSROOM TEACHER RESPONSIBLE</p> <p>Describe the actual behaviour accurately.</p> <p>If pupil continues, point out consequences</p> <ul style="list-style-type: none"> Sent to DHT Entry in behaviour book (3 entries in behaviour book to then go on report). If behaviour continues whilst on report a second card will be issued. A yellow card may be issued for a second week that focuses on particular activities eg. playtimes 	<p>INFORM either Learning Mentor or DH / HT</p> <p>Describe the actual behaviour</p> <ul style="list-style-type: none"> Child on report Inform parents/carers <p>Persistent/serious</p> <ul style="list-style-type: none"> Internal Exclusion Fixed term exclusion CAF/refer to MAGs 	<p>INFORM HT</p> <p>Also (if necessary)</p> <p>DH</p> <p>Learning Mentor</p> <ul style="list-style-type: none"> Report Behaviour Plan Internal Exclusion Inform parents/carers Fixed Term Exclusion Permanent Exclusion CAF/ refer to MAGs <p>Police</p>

<p>Sent to Phase Leader and inform Learning Mentor (if needed)</p>	<ul style="list-style-type: none"> Letter home to parents <p>Persistent/serious</p> <p>On Report</p> <p>Parents informed</p> <p>Referral to Learning Mentor, Senco</p>		
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In the absence of the Headteacher and Deputy Headteacher, the SLT will deal with incidents, except for exclusions.

We hope to encourage co-operation, mutual support and competition through teamwork. We also aim to develop children's learning, independence and self-discipline: in this we are thinking of their future as responsible adults.

Staff Guidance

If children are found to be inside the school buildings at playtimes or lunchtimes, or in a place other than where they are supposed to be, their names are noted and the SLT is informed.

'Behaviour' is a fixed agenda item for staff meetings, providing the opportunity to discuss whole school behaviour on a regular basis.

Children with additional needs may have an individual behaviour plan. If it is considered to be in the best interests of the child they will receive support from the Learning Mentor.

All children should be outside at lunchtimes. Children will have bands/cards given to them by a Middy Assistant, if they need to go inside the building to go to the toilet. Prefects will be on duty at the main entrances.

Totally Unacceptable Behaviour

This can be defined as behaviour that puts the member of staff and/or other children at risk or behaviour that may result in a breakdown of discipline in the classroom and school. Such behaviour would include swearing, verbal or written abuse, excessive physical contact and refusal. In certain circumstances a red rectangle (which symbolises immediate action is required) should be sent to the nearest adult, who will provide immediate assistance. A member of the Senior Leadership Team should be informed when such action has been taken.

Appendix B

Prefects

Prefects, a mixture of boys and girls, are selected from Year 6 and are identified with badges. They are allocated to individual classes; both EYFS classes have two prefects each. These children are chosen by the staff on the basis of maturity and potential to respond to this significant responsibility.

Their duties are mainly during worships, at playtimes and lunchtimes ensuring that children move around the school sensibly, making sure the children arrive and exit worships with the appropriate attitude. During wet playtimes/lunchtimes they take responsibility for their allocated class, modelling and promoting positive behaviour.

Prefects note any children that disobey the school rules. If a child appears three times in any of the Prefects' books, the child concerned will either lose 'Golden Time' or some of their play time. The Deputy collects the Prefects' books on a regular basis. Any serious problem that may have arisen eg. a child swearing, will subsequently be dealt with by a senior member of staff.

Prefects can also report individual children or a class that has behaved in an exemplary way for extra privilege e.g. 5 minutes extra play, additional ICT time or Golden Time etc. They also conduct their own achievement worships each term, where they elect a child from their allocated class giving the reasons for their choice.

The responsibility of being a Prefect lasts for the whole academic year unless some serious misdemeanour occurs which will result in the child concerned losing their status.

Appendix C

The House System

The children are put into house teams- Oak, Elm, Cedar and Ash. House points are given to children. These are collected each week and displayed on a board in the hall. At the end of each week a cup is presented to the team captain and put on display and the winning 'team of the term' gain a reward.

Points are awarded to House Teams on Sports days.

Appendix D

Educational Visits

For some children, individual supervision may be necessary on educational trips, including residential trips. A risk assessment noting their particular needs will be identified by the lead teacher, attached to the general assessment, and shared with the EVC (see Inclusion Policy). If a child's behaviour is deemed a safety issue for the trip, then health and safety will take priority and the child in question will not go on the trip. The Headteacher or Deputy Headteacher will make the final decision.

Residential Trip

Both parents and children will be fully briefed, before the residential trip, regarding behaviour. Parents will be informed, that if a child's behaviour is such that they put their own or others safety at risk, they will be immediately contacted and asked to collect their child from the trip. If a child's behaviour is deemed a safety issue for the trip, then health and safety will take priority and the child in question will not go on the trip. The Headteacher or Deputy Headteacher will make the final decision.

Appendix E - Physical Contact and Reasonable Force

Physical contact

At St Osyth Church of England Primary School, we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive.

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a child or young person;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the child or young person or others;

(see Understanding and Supporting behaviour – Safe Practice in schools; Aug 2020)

Use of Reasonable Force

As an education provision we have, under the DfE guidance, the statutory power to use reasonable force.

The term “reasonable force” covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded. A physical restraint form will be completed.

Reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities.

Key staff will be trained in the safe use of reasonable force to ensure that in the very rare event that we may need to use it is completed safely.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent an injury, damage to property or disorder and was a last resort. This will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- it is not for the member of staff to show he/she acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff “guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools, local authorities and academy trusts have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.