



**Mission Statement**  
*A Caring Christian Family Where We Grow Together*

**BEHAVIOUR in SCHOOL PROCEDURE**

**Effective Date:** 01/04/2017

**Review Date:** March 2024 Annual

Review Date	Signed Head Teacher	Signed Director RCSAT
02/09/2018	<i>J. L. Jack</i>	<i>P. B. Bates</i>
20/03/2020	<i>J. M. Badger</i>	<i>P. B. Bates</i>
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Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



## **Behaviour for learning**

“Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poor countries achieve this”

In God’s family, there are no outsiders as we nurture one another, accepting our rich diversity, whilst fostering a love of learning. Our Christian Values enable us to flourish together as we love selflessly, have eternal hope and walk in faith.

**“Let your Light Shine that people may see your good deeds and praise your Father in heaven”  
Matthew 5v16**

### **1. Introduction.**

1.1 At Rural Church Schools Academy Trust, we will lay the foundations for a life-long learning journey which provides our children with the tools to achieve happy, fulfilling and successful lives.

1.2 **Rooted in Christian values, RCSAT is committed to:**

1.2.1 **Valuing the uniqueness of every child**

1.2.2 **Aspiring to excellence**

1.2.3 **Being a nurturing learning community for all**

**Jesus said, ‘I have come in order that you might have life—life in all its fullness’ (John 10:10). As a Trust, our aim is to ensure that all of our pupils are able to benefit from and enjoy ‘life in all its fullness.’**

1.3 Rural Church Schools Academy Trust is a Rights Respecting Trust. The rights within the UN convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others.

1.4 In consultation with the children, staff, parents, governors and Directors at RCSAT we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos. Being a Rights Respecting Schools underpins this behaviour policy and we believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future.

1.5 **As a Rights Respecting trust RCSAT staff, as duty bearers, will:**

1.5.1 ensure that every child, as a right holder, is aware of their rights and how to respect them and ensure that positive behaviour is acknowledged and rewarded [Article 42 – You have the right to know about your rights.](#)

1.5.2 Actively build respect for others and understanding that we are all different, but have the same rights [Articles 1 and 2 All children have these rights protected, no matter who you are](#)

1.5.3 Ensure that adults are good role models for rights respecting behaviours, that expectations are consistent across the school and that children are given opportunities to learn about how to behave [Article 29 Your right to an education that develops you to the best of your talents and abilities and learn to live peacefully, protect the environment and respect other people](#)

1.5.4 Listen to the views and experiences of children and use these when making decisions about behaviour [Articles 12 and 3 Your right to give your opinion and have adults take it seriously and your right to have adults consider what is best for you](#)

1.5.5 Support children to make the right choices and provide additional support for this where needed [Articles 28 and 42 You have the right to a good quality education and to know about your rights](#)

1.5.6 Ensure consequences for poor behaviour are dignified, fair and proportionate, allowing children opportunities to reflect and improve. We will use rights respecting language

when discussing behaviour [Article 37 No one is allowed to punish you in a cruel or harmful way](#)

- 1.5.7 Promote an awareness of individual needs, whether they are learning, physical, social, emotional or health needs and support these within our school community [Article 23 You have the right to special education and care if you have additional needs](#)
- 1.5.8 Be clear with children, staff and families about expectations and consequences for behaviour and work closely with families to promote good behaviour [Articles 42 and 9 You have the right to know about your rights and the right to live with a family who cares for you](#)
- 1.5.9 Encourage all to take pride in their school, class, learning and learning environment [Article 28 Your right to a good quality education](#)



- 1.6 RCSAT is a caring, Christian family, which encourages, values and celebrates the views and actions of children, underpins the promotion of positive relationships and forgiveness within a happy, safe environment, in accordance with our school vision – ‘Let your Light Shine.’
- 1.7 RCSAT schools are committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, encourage others to do the same and learn to forgive. We believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful, fair and forgiving.
- 1.8 We prioritise children’s happiness and well-being as a fundamental part of their education experience. This procedure is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This procedure supports the schools communities in aiming to allow everyone to work together in an effective and considerate way. We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness, forgiveness and responsibility thus building a sense of family. The school family is held together through communication skills, which are taught during conflict moments and in the classroom through active learning lessons.
- 1.9 We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.
- 1.10 All members of our school community are expected to be: Respectful, Kind and Safe.

Be **Respectful**, Be **Kind** and Be **Safe**.

## 2. At RCSAT we believe:

- 2.1 Behaviour can change and every child can be successful. <sup>[L]</sup><sub>[SEP]</sub>
- 2.2 Positive, targeted praise is more likely to change behaviour. <sup>[L]</sup><sub>[SEP]</sub>
- 2.3 Reinforcing good behaviour helps children feel good about themselves. <sup>[L]</sup><sub>[SEP]</sub>
- 2.4 An effective reward system and celebrating success helps to further increase children’s self-<sup>[L]</sup><sub>[SEP]</sub>esteem enabling them to achieve even more. <sup>[L]</sup><sub>[SEP]</sub>
- 2.5 Understanding each child’s needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment. <sup>[L]</sup><sub>[SEP]</sub>
- 2.6 When all adults change, everything changes. <sup>[L]</sup><sub>[SEP]</sub>

2.7 School is a place where there is a focus on good character, as seen in the Christian values of: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, forgiveness, trust, tolerance, respect and self-control.

2.8 RCSAT is a place where the Christian message is both celebrated and lived out in our day-to-day interactions with one another

**3. At RCSAT we aim to:**

3.1 Provide a safe, comfortable and caring environment where optimum learning takes place

3.2 Provide clear guidance for children, staff and parents of expected behaviour

3.3 Use a consistent and calm approach

3.4 Ensure **all** adults take responsibility for managing behaviour and follow-up incidents

3.5 Ensure **all** adults use consistent language to promote positive behaviour

3.6 Use restorative approaches.

**4. Purpose of the behaviour procedure**

4.1 To provide simple, practical procedures for staff and children that:

4.1.1 Foster the belief that there are no 'bad' children, just 'bad choices'

4.1.2 Encourage children to recognise that they are responsible for their own actions

4.1.3 Recognise individual behavioural norms and respond appropriately

4.1.4 Promote self-esteem and self-discipline

4.1.5 Promote appropriate, positive behaviour

4.1.6 Enable everyone to thrive in a happy and safe environment.

**5. All staff must:**

5.1 Take time to welcome children at the start of the day

5.2 Be positive role models and use consistent language

5.3 Take responsibility for managing behaviour and follow-up incidents

5.4 Celebrate and praise positive behaviour regularly

5.5 Be consistent and fair, treating all pupils with respect, dignity and understanding

5.6 Pick up on children who are failing to meet expectations and **explain why**

5.7 Redirect children by referring to and **explaining why** they are not being Respectful, Kind and Safe

5.8 Deal sensitively with pupils in distress, using the connection before correction approach, helping children to regulate themselves before discussing their behaviour

5.9 Avoid shouting at pupils except when this is necessary to avert a potentially dangerous situation

5.10 Remain calm and regulated

5.11 Not describe the behaviour to another adult in front of the child

5.12 Praise in public, remind in private (wherever possible)

5.13 Be alert to signs of bullying or racial harassment and report any concerns immediately to SLT

5.14 Use CPOMs to log any incidents related to behaviour, including racial harassment and bullying (see separate policies)

5.15 Be aware of the government regulations regarding the use of force – refer to The DFE's publication 'Use of reasonable force: Advice for head teachers, staff and governing bodies' July 2013.

**6. The Senior Leadership Team must:**

6.1 Be a visible presence around the school working with the children to support good behaviour and model positive relationships

6.2 Regularly celebrate staff and children whose efforts go above and beyond expectations

6.3 Encourage use of regular positive praise, noticeboard, phone calls/texts/notes home/certificates and stickers

6.4 Ensure staff training needs are identified and met

6.5 Support staff in managing children with more complex or challenging behaviours.

## 7. Members of staff who manage behaviour well:

- 7.1 Deliberately and persistently catch children doing the right thing and praise them in front of others
- 7.2 Take responsibility for managing behaviour in their classrooms and outside
- 7.3 Know their classes well and develop positive relationships with all children
- 7.4 Relentlessly work to build mutual respect
- 7.5 Remain calm and keep their emotion for when it is most appreciated by children
- 7.6 Demonstrate unconditional care and compassion.
- 7.7 Responsive to the child not reactive to the behaviour
- 7.8 Show respect to each other and model the language of dignity

## 8. We expect parents and carers to:

- 8.1 Work respectfully alongside staff when discussing the behaviour of their child(ren)
- 8.2 Keep the school informed of behaviour difficulties they may be experiencing at home
- 8.3 Inform the school of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family/parental separation/family illness etc
- 8.4 Inform the school about their child's health and any absences connected with it
- 8.5 Inform the school of any situations which need to be investigated as bullying – children do not always tell us
- 8.6 Read, agree and sign the Home/School Agreement and return a copy to school
- 8.7 Support the implementation of any necessary agreed behaviour programme.



**9. We use positive behaviour strategies, promote positive interactions and relationships and recognise good behaviour at every opportunity.**

**9.1 When we are letting, our lights shine.....**

Our Rules	Daily visible actions for positive respectful relationships	Recognition
<ul style="list-style-type: none"> <li>• Be Respectful</li> <li>• Be Kind</li> <li>• Be Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Daily meet and greet by SLT at the school entrance</li> <li>• Daily meet and greet in the classroom</li> <li>• Persistently catching children doing the right thing</li> <li>• Smiling</li> <li>• Picking up on children who are failing to meet expectations and explaining <b>why</b> they are not safe, kind or respectful</li> <li>• Accompanying children to the playground at the end of every day</li> <li>• Praising in public, Reminding in private</li> <li>• Consistent language</li> </ul>	<ul style="list-style-type: none"> <li>• An encouraging smile</li> <li>• Positive comment in the school corridor</li> <li>• Verbal praise throughout the school day</li> <li>• Written praise on child’s work</li> <li>• Notice board in the corridor and in classrooms. Older children to also be encouraged to recognise others for being safe, kind and respectful</li> <li>• House points</li> <li>• Headteacher Stickers</li> <li>• Certificates in celebration worship</li> <li>• Communication with parents/ carers – in person/ phone call/ text</li> <li>• Class Rewards</li> <li>• House rewards</li> <li>• Letter of praise at the end of term from the Principal</li> <li>• A visit to the Principal, member of SLT or another member of staff for commendation</li> <li>• Celebrated on school social media</li> </ul>

**9.2 When we are still learning to let our lights shine.....**

**10. The following steps are to be followed when dealing with poor behaviour:**

**10.1 Level 1**

10.1.1 To be dealt with at the point of incident by the member of staff witnessing the incident, including lunchtime staff. Colleagues will offer support if appropriate. All staff should deal with incidents or potential incidents using the script below.

10.1.2 Examples of level 1 behaviour: name calling, running/shouting/pushing in classrooms and corridors, discourtesy, thoughtless damage, rough play, minor class disruption, over-aggressiveness, low-level non-compliance, playground incidents of a non-violent nature.

10.1.3

Steps	Actions
1) Redirection	Gentle encouragement in the right direction
2) Reminder	A reminder of the expectations <b>Respectful, Kind, Safe</b> delivered privately wherever possible. Repeat reminders x 3 if necessary. De-escalate where reasonable and possible, and take the initiative to keep things at this stage.

*Example:*

*I notice you are .... You are not behaving in a way that is ( respectful, kind or safe). Please... Thank you.*



### 3) Caution

- A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
- Gentle approach, personal, non-threatening, side on, eye level or lower. Use techniques from Team Teach training.
- The poor behaviour is identified, explained and linked to the three words safe/kind respectful
- Boundaries are reset
- The child is asked to reflect on their next step
- They are reminded of their previous good conduct/attitude/learning

*Example:*

*I noticed you're still...*

*You are not behaving in a way that is ..... (safe/kind or respectful)*

*Do you remember when you .... That is what I need to see today.*

*Think carefully about your next step/ what you will do now.*

*I will talk to you for two minutes at breaktime/ after the lesson.*

Two minutes is owed when the child reaches this step. It cannot be removed, reduced or substituted.

### (4) Time Out

Time out is 5 minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This will be undertaken in their own classroom. A safe space can be set up.

Children may be asked to take their work to another table or classroom if behaviour is disruptive to others.

### (5) Follow up – restore and forgive.

A restorative meeting should take place before the next lesson, during break time. Staff will take responsibility for leading meetings. If the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the process.

Examples of questions:

- What happened?
- Do you understand what behaviour you were not showing? ( link to safe/kind and respectful)
- What were you thinking or feeling at the time?
- What have you thought since?
- How did this make people feel?
- What should we do to put things right? (Repeat the work, write an apology letter)
- What can we learn from what happened today?

**10.1.4 Consequences should:**

- 10.1.4.1 Be in proportion to the action
- 10.1.4.2 Not apply to a whole group for the activities of individuals
- 10.1.4.3 Be consistently applied by all staff
- 10.1.4.4 Be applied to make it clear that unacceptable behaviour affects others and is taken seriously
- 10.1.4.5 Seek forgiveness

**10.1.5 Consequences include:**

- 10.1.5.1 Repeating work, where the presentation or content of work is clearly below the child's ability
- 10.1.5.2 Time working at another space
- 10.1.5.3 Time out during breaktime
- 10.1.5.4 Withdrawal of privileges eg. special responsibilities, breaktime
- 10.1.5.5 Communication with parents either via phone or a face to face meeting
- 10.1.5.6 A reflection sheet completed at breaktime and reviewed with the teacher/ Principal.

**10.1.6 Forgiveness is a core Christian value which we explore and promote within our school.**

- 10.1.6.1 When dealing with incidents of poor behaviour between two or more pupils, we encourage them to reflect and resolve the situation using the following language: "I am sorry for...(describe the bad choice made) It was wrong because..... (focus on Safe/Kind/Respect). In future, I will... (describe a better reaction) Will you forgive me?"
- 10.1.6.2 This conversation will usually be verbal, between two pupils, but it may be appropriate for pupils to use this language in a 'sorry letter' or similar written reflection.
- 10.1.6.3 Some pupil's behaviour is beyond normal rewards and consequences. We believe in equity for all children and we understand that for some children, following our behaviour expectations are beyond their current developmental level. As a trust, we aspire to help these pupils to break out of their choices of inappropriate behaviour. If there are concerns that a pupil needs strategies in place to support behaviour which are above and beyond teacher flexibility and differentiation, then these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

**10.2 Level 2**

10.2.1 Continuing poor behaviour in school will lead to a discussion with the Principal. Parents will be informed, and expected to attend a meeting to discuss the behaviour and ways to improve. At this stage the Principal along with the class teacher and, if appropriate, SENCO will consider the completion of an Individual Behaviour Plan (IBP), RAMP and, if appropriate, a Risk Assessment for the child. Parents/carers will be consulted and asked for their views and wishes. The school expects all parents and carers to engage positively with the school. Plans will be shared with other staff who may have a responsibility for, or contact with, the child e.g. supply teachers, support staff and welfare staff. The Principal will actively monitor the child's behaviour in consultation with the class teacher.

10.2.2 Examples of level 2 behaviour: Frequent occurrences of level 1 behaviours which occur consistently and daily. These can be either inside or outside the classroom.

10.2.3 A "one-off" incident of serious behaviour may also be considered as an immediate level 2 incident and will lead to a referral to the Principal. The Principal will interview the child, inform parents/carers and expect them to respond positively to ensure there are no further incidents of this severity.

10.2.4 Examples of 'one-off' incidents or serious behaviours: theft, physical aggression in the playground or classroom, all forms of bullying, serious and intentional verbal abuse, bad language, rude gestures, racial incidents, deliberate vandalism, defiance of authority.



### 10.3 Level 3:

10.3.1 Through monitoring, the class teacher, Principal and other relevant staff will continue to review the child's behaviour. If there is no evidence of improvement in behaviour parents will be invited to and expected to attend a Pastoral Support Meeting. It is expected that other agencies will be approached at this stage e.g. Educational Psychologist, PRU and a Pastoral Support Plan agreed including the role and responsibility of the parents in helping to modify the behaviour. School staff including the class teacher, Pastoral lead, SENCO and members of outside agencies involved with the child will also be invited. Further IBPs and risk assessments may be drawn up at this stage. There needs to be a clear identification of success criteria, timescales and next steps. Parents/carers should be made aware of the range of courses of action available including referral to a PRU, special school, fixed term or permanent exclusion.

10.3.2 Suspension or permanent exclusions may apply when the child is not responding to strategies; the safety of others is at risk; there is an impact on staff.

### 10.4 Level 4:

10.4.1 The Principal will formally begin referral proceeding for alternative school provision, suspension or exclusion within the framework of statutory regulations and local authority guidelines. Additional Pastoral Support meetings may be called, as appropriate, to monitor progress. Should there be a further need to exclude, governors will be consulted and suspension or permanent exclusion considered within the framework of statutory regulations and local authority guidelines.

10.4.2 Examples Level 4 Serious Behaviours: Serious physical/sexual peer on peer abuse intended to inflict harm, wilful and serious vandalism, pre-meditated serious theft, persistent use of foul/abusive language to intimidate others, persistent behaviour that seriously impairs the learning of others

10.4.3 If the Principal or Executive Headteacher suspends or excludes a child, parents are informed immediately, giving reasons for the suspension/exclusion. The Principal makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Local Governing Committee immediately by writing to the Chair of the LGC. In the letter the school informs the parents how to make any such appeal. The Principal informs the LA and consults with the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The LGC itself cannot either exclude a child or extend the exclusion period made by the Principal or Executive 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 LGC 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.

10.4.4 The school does not tolerate bullying of any kind. If we discover or are informed that an act of bullying or intimidation has taken place, we investigate and act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Dignity and Respect Procedure.

## 11 Playtimes and Lunchtimes

11.1 At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers.

11.2 There are high levels of supervision during both playtime and lunchtime sessions both inside and outside.

11.3 If issues between children arise, the emphasis is on peaceful problem solving and peer resolution; children (with support initially) attempting to understand the roots of conflict and to consider how talking the situation through can lead to a resolution of the disagreement and forgiveness. Once this has been achieved, it provides the children with an increased sense of responsibility; demonstrating the independence expected throughout the school.



## 12 Monitoring

12.1 The EHT shall report to the Board of Directors on the effectiveness of the policy and procedure, if necessary, making recommendations for further improvements.

## 13 Record Keeping

13.1 All behaviour incidents will be recorded on CPOMs.

13.2 The school shall keep a record of any incidents that occur within class at break or lunchtimes. Lunchtime supervisors shall give details of any incident to the teacher in charge of the class, (which they will then record on CPOMs). This will be done however without describing the behaviour to another adult in front of the child.

13.3 The Executive Headteacher shall keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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

## 14 Review

14.1 The LGC and BoD shall review this policy and procedure every year.

14.2 They may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

