



Mission Statement

A Caring Christian Family Where We Grow Together

BEHAVIOUR in SCHOOL PROCEDURE

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Review Date	Signed Head Teacher	Signed Director RCSAT
02/09/2018	<i>J. Jobb</i>	<i>P. Burt</i>
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Approval Date	01/04/2017
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“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. RCSAT is a place where the Christian message is both celebrated and lived out in our day-to-day interactions with one another.
- 1.2. It is a place where there is a focus on good character, as seen in the Fruit of the Spirit: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control, and lived out in good deeds and praising God.
- 1.3. As a Church of England School, we aim to provide an outstanding education for all of the children in our care, within a Christian framework.
- 1.4. Through our Behaviour in Schools Policy and Procedure we will ensure that RCSAT schools are a place where each child feels safe, where a child is valued and respected as a unique individual, where hard work and achievement are celebrated, children are encouraged to adopt a healthy lifestyle and there are opportunities for each child to make a positive contribution both locally and globally.

2. Aims and Expectations

- 2.1. In line with the Behaviour in Schools Policy, RCSAT-P-003, this procedure sets out the details of how School Behaviour is managed and controlled.

3. Rules for Behaviour

- 3.1. The purpose of class rules is to enable teachers to teach children and children to learn.
- 3.2. The rules are discussed and agreed with the class at the start of each school year to promote ownership of them. These rules are consistent across the schools and applied by all staff.
- 3.3. Each rule is then visited individually through discussion and role-play to ensure all children understand its meaning. The rules are clearly displayed in each class.
- 3.4. At RCSAT we set high standards and expectations in term of behaviour and attitude. This is fundamental to the ethos, values and success of our school.
- 3.5. The Four Rules are:
 - 3.5.1. We are kind and polite to everyone;
 - 3.5.2. We do as we are asked first time;
 - 3.5.3. We keep our hands and feet to ourselves;
 - 3.5.4. We respect school and our own property.

4. Rewards

- 4.1. Pupils shall be praised and rewarded for good behaviour in a variety of ways:
 - 4.1.1. Teachers congratulate and frequently praise pupils for following the rules;
 - 4.1.2. Teachers respond positively when marking pupil’s work;
 - 4.1.3. A discussion, telephone call, short note or text home to let parents know of good behaviour;
 - 4.1.4. Team points are awarded to individuals, groups & classes by all staff. Points are monitored weekly, discussed during celebration worship and half termly treats awarded to the winning house group and individual;



- 4.1.5. All adults working in school can award stickers for positive behaviour. The stickers will be stored on sticker charts within the class and monitored by the teachers and the senior leadership team;
- 4.1.6. Principal Awards at the end of each week will be given to pupils either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- 4.1.7. Each week, 1 child from each class is nominated to receive our Christian Value award which is linked to our half termly worship value;
- 4.1.8. Classes have an opportunity to lead a family worship where they are able to show examples of their best work;
- 4.1.9. Celebration worship takes place weekly to recognise hard work and achievement;
- 4.1.10. School Council members can also award one house point each week if they see positive behaviour based on the 4 rules;
- 4.2. RCSAT acknowledges all the efforts and achievements of children, both in and out of school encouraging all to “Let their light Shine”.

5. Consequences

- 5.1. The schools employ a hierarchy of consequences to enforce the school rules, with three stages of consequences linked carefully to each rule to ensure a safe and positive learning environment.
- 5.2. Consequences shall be applied consistently as soon as possible after each misdemeanour occurs.
- 5.3. The consequences shall be explained and the pupil is told that there is a choice. The consequence is delivered in a calm, matter of fact manner.
- 5.4. Pupil’s behaviour is displayed clearly on the class wall on traffic lights/ weather symbols linked to the four rules.
- 5.5. Each day begins with a ‘clean slate’ and pupils move through the system if they break the school rules:
 - 5.5.1. If a pupil does not follow a rule, they shall be given a warning and moved to green/sun;
 - 5.5.2. If it continues, they shall be moved again to amber/cloud and 5 minutes of playtime are lost;
 - 5.5.3. Repeated moves, two or more times in one week shall also mean a timed move to a partner class, for each school this will mean:
 - 5.5.3.1. In Bunbury, this would be - Year 4 to Year 5, Year 3 to Year 1, Year 5 to Reception, Year 6 to Year 2;
 - 5.5.3.2. In St Oswald’s this would be - EYFS/Year3-4, Year 5-6/Year 1-2;
 - 5.5.3.3. In Warmingham this would be - EYFS/Year3-4, Year 5-6/Year 1-2.
 - 5.5.4. The final step is the red/ thunder zone. This means the pupil shall spend 10 minutes in a different class and complete a “think sheet” to reflect on their actions.
 - 5.5.5. At this point, the Principal may intervene and do some individual work with the pupil or family. Parents/Carers shall be informed.
 - 5.5.6. Persistent moves may lead to the pupil spending some time in the ‘Time In Zone’ to calm down in isolation and to reflect on their actions before being allowed to return to class.
 - 5.5.7. Persistent misbehaviour may lead to a multi-agency meeting organised by the SENCO, Principal or Executive Headteacher. From this, strategies will be discussed which will lead to a behaviour plan being introduced.
 - 5.5.8. Serious misbehaviour anywhere inside or outside the school building (e.g. refusing to do as the teacher requests, destroying or defacing property, swearing, using violence or bullying others) shall be dealt with immediately by the Principal without the above 3 stages and this will involve the parents/carers of the pupil and ultimately may lead to an exclusion.
 - 5.5.9. Any displays of misbehaviour at lunchtimes shall be recorded in the dinner book and if it is deemed necessary the offending pupil will discuss the incident with the Principal or Executive Headteacher and parents/carers and in more serious cases the pupil may be excluded from school for lunchtimes.
 - 5.5.10. The class teacher shall reinforce the rules annually with their new class.
- 5.6. Any pupil who commits serious or persistent breach of the COVID-19 protection rules may be sanctioned by the Principal using our range of current behaviour rules.



- 5.7. Members of staff shall be regularly trained in safe manual handling and are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006 which enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:
- 5.7.1. committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for any older pupil);
 - 5.7.2. causing personal injury to, or damage to the property of, any person (including the person himself); or
 - 5.7.3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.
- 5.8. The actions that are taken are in line with government guidelines on the restraint of children and members of staff trained in safe handling.
- 5.9. As church schools, pupils shall be expected to show remorse and apologise for their behaviour. Every opportunity shall be given to make amends and help pupils to understand their mistakes. Others shall be expected to show forgiveness when an apology is offered.

6. Forgiveness

- 6.1. Forgiveness is a core Christian value which we explore and promote within our school.
- 6.2. 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 our 4 rules). In future, I will... (describe a better reaction) Will you forgive me?"
- 6.3. 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.
- 6.4. Some pupil's behaviour is beyond normal rewards and consequences. 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 the Principal shall be informed and a meeting with parents/carers set up.

7. Online Behaviour

- 7.1. As a trust, we also expect our online behaviour to be as good as our behaviour in schools, and shall apply the rules of the behaviour procedure to any infractions.

Incidents occurring out of school on social media or any internet-connected device shall be taken seriously and acted upon if they break these rules. Principals will contact parents directly and if needs be involve the PCSO.

- 7.2. RCSAT does not tolerate abuse/bullying in any form.
- 7.3. All pupils shall regularly receive Online Safety training from the school and the NSPCC and know the standards expected.
- 7.4. The message of STOP, SPEAK, SUPPORT is maintained. This is part of a national campaign to change the behaviour of young people who are 'bystanders' to online bullying and give them information and support.

8. The Role of the Class Teacher

- 8.1. Staff working within RCSAT show **Love** in the way they demonstrate a positive role model and treat the pupils with care and respect.
- 8.2. Pupils and staff show **Forgiveness** towards other pupils and staff for mistakes they have made and apologised for and support them to learn from these mistakes.
- 8.3. All members of the community have **Hope** that everyone can grow and develop as thoughtful and considerate people to ensure that attending an RCSAT school is an enjoyable and safe environment for all.
- 8.4. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class teachers shall log any misdemeanours so that repeated incidents can be tracked using CPOMs.



- 8.5. Pupils working outside the class with teaching assistants or parent/carer helpers may be rewarded for good work and behaviour in the ways mentioned above. Any pupil who misbehaves after being warned should be returned to the class for the class teacher to deal with.
- 8.6. The SENCO and class teacher shall liaise with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the SENCO, education social worker or LA behaviour support service.
- 8.7. The class teacher shall report to parents/carers about the progress of each pupil in their class, in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

9. The Role of the Executive Headteacher

- 9.1. It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the schools' behaviour policy and procedure consistently throughout the school, and to report to governors, when requested, on its effectiveness.
- 9.2. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all pupils in the school.
- 9.3. The Executive Headteacher shall support the staff by implementing the policy and procedure by setting the standards of behaviour, and by supporting staff in its implementation.
- 9.4. The Executive Headteacher shall keep records of all reported serious incidents of misbehaviour, including those of a racial nature.
- 9.5. The Executive Headteacher shall have the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a pupil.

10. The Role of Parents/Carers

- 10.1. The schools work collaboratively with parents/carers, so that pupils receive consistent messages about how to behave at home and at school.
- 10.2. The school rules shall be explained in the school agreement, and parents are expected to read these and support them.
- 10.3. Parents/carers are expected to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.
- 10.4. The school shall aim to build a supportive dialogue between the home and the school, and to inform parents/carers immediately if we have concerns about their pupil's welfare or behaviour.
- 10.5. If the school has to use reasonable sanctions to punish a pupil, parents are expected to support the actions of the school.
- 10.6. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher, and if the concern remains, the Principal. If the concern continues, they should contact the schools' Chair of Trust. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented (see complaints policy).

11. The role of the Governors

- 11.1. The LGC, in conjunction with the BoT, has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in carrying out these guidelines.
- 11.2. The Executive Headteacher shall have the day-to-day authority to implement the Behaviour in Schools Policy and Procedure, but governors may give advice to the Executive Headteacher.

12. Fixed term and Permanent Exclusions

Our objective is not to exclude except as a last resort when all other avenues have been explored.

- 12.1. The Executive Headteacher (EHT) and Principal shall have the power to exclude a pupil from school and may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

- 12.2. The Principal may also exclude a pupil permanently.
- 12.3. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 12.4. The purpose of the exclusion shall not be seen as a sanction but as a cooling off period for the pupil and teacher to reflect on what has happened and what needs to change upon re-integration.
- 12.5. If the EHT or Principal excludes a pupil, she/he shall inform the parent/carer immediately, giving reasons for the exclusion. The school shall also inform the parents that there is an appeals procedure.
- 12.6. The EHT or Principal shall inform the LA and the Board of Trustees (BoT) about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 12.7. Neither the LGc nor the BoD itself can either exclude a pupil or extend the exclusion period made by the EHT or Principal, but will meet to consider an exclusion appeal, consider the circumstances in which the pupil was excluded, any representation by parents/carers and the LA, and whether the pupil should be reinstated.
- 12.8. There is a requirement outlined in 'Exclusion from maintained schools, academies and pupil referral units in England' (Sept 2012 updated Feb 2015) for governors (or delegated to a panel of governors) to review the decision of the EHT or Principal to exclude in the following three cases:
 - 12.8.1. permanent exclusion;
 - 12.8.2. when the number of days of fixed term exclusion exceeds 15 in any one term;
 - 12.8.3. when the exclusion will result in the pupil missing a public exam or test.
 - 12.8.4. This is in addition to the role of governors in hearing appeals.
- 12.9. If the governors' appeals panel decides that a pupil should be reinstated, the EHT or Principal shall comply with this ruling.

13. Monitoring

- 13.1. The EHT shall report to the BoD on the effectiveness of the policy, if necessary, making recommendations for further improvements.

14. Record Keeping

- 14.1. The schools shall keep a variety of records of incidents of misbehaviour.
- 14.2. The class teacher shall record minor classroom incidents on CPOMs.
- 14.3. The school shall keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors shall give details of any incident which will then be recorded on CPOMs.
- 14.4. The Executive Headteacher shall keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 14.5. 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.

15. Review

- 15.1. The LGC and BoD shall review this policy and procedure every year.
- 15.2. 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.

Appendix 1**Behaviour Incident Escalation Scale****TYPE OF MISBEHAVIOUR****STAGE 1- LOW LEVEL MISBEHAVIOUR**

(Isolated occurrences)

- Name calling
- Running/shouting
- Pushing
- Discourtesy
- Thoughtless damage
- Minor class disruption
- Over-aggressiveness
- Low-level non-compliance

STAGE 2- LOW LEVEL MISBEHAVIOUR

Frequent occurrences. As above but occurring on a regular basis. If 2 or more incidents occur in one week the child's name will be moved to amber and the child will have 5 minutes in a partner class and complete a behaviour think sheet.

STAGE 3- SERIOUS MISBEHAVIOUR

(Isolated occurrences)

- Theft
- Serious physical aggression
- All forms of bullying
- Serious, intentional verbal abuse
- Bad language
- Rude gestures
- Racial incidents
- Deliberate vandalism
- Defiance of authority

STAGE 4- SERIOUS MISBEHAVIOUR

(Frequent occurrences)

As above but occurring on a regular basis. Parents/carers will be informed and an action plan for improvement completed.

STAGE 5 - VERY SERIOUS MISBEHAVIOUR

- Serious physical/sexual assault 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

Parents/carers will be informed and an action plan for improvement completed. This may result in exclusion within or out of school.

ACTION TO BE TAKEN AT VARIOUS LEVELS

Level 1:

To be dealt with at the point of incident by the member of staff witnessing the incident. Following weather/traffic light system is normally a sufficient sanction. Colleagues will offer support if appropriate.

All staff should deal with incidents or potential incidents as they are witnessed. Record behaviour.

Level 2:

If low-level misbehaviour becomes frequent the child should be referred to the partner class for thinking time so that the child is made aware that this is seen as an escalation of the misbehaviour.

Class teachers should inform parents/carers that their child's behaviour is unacceptable and expect support from the parents/carers.

The teacher should record the behaviour on CPOMS, the behaviour quadrant frequency, and strategies employed to combat the behaviour if successful. This may be required as evidence in future disciplinary or SEN action.

Behaviour charts may be issued at the class teacher's discretion. Other members of staff including support and MDAs, who may come into contact with the child, should be informed that the child is at Stage 2 and given details of any behaviour modification strategies being employed so that a consistency of approach is achieved.

Level 3

Continuing misbehaviour after Stage 2 should lead to a move to the red traffic light and a discussion with the Principal and may result in an exclusion in school. Parents will be informed, and expected to attend a meeting to discuss the behaviour and ways to improve.

If a child's persistent low-level inappropriate behaviour leads to placement on Stage 3 then parents/carers should be informed that the inappropriate behaviour is now at an unacceptable level and provide details of the chronology of concerns. 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. Risk Assessments 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 and may also issue a report card.

A "one-off" incident of serious misbehaviour may also be considered as an immediate Stage 3 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.

Level 4:

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 Meetings. It is expected that other agencies will be approached at this stage e.g. Educational Psychologist, LEIS, 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, learning mentor, 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 or permanent exclusion.

Level 5:

The Principal will formally begin referral proceeding for alternative school provision 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 permanent exclusion considered within the framework of statutory regulations and local authority guidelines.

***Written Logs of all meetings with parents or agencies must be kept & recorded on CPOMS.**



Appendix 2

Lunchtime Code of Conduct

1. Children should behave in a sensible, caring manner towards each other and be respectful towards all adults.
2. No fighting or rough play will be allowed.
3. The children should line up quickly and with no fuss when they hear the whistle or bell.
4. Children should wash their hands before eating their meal.
5. Children should enter the dining hall or classroom quietly, ask nicely for their meal and sit down sensibly.
6. Children bringing a packed lunch should likewise enter the dining hall quietly and sit down sensibly.
7. Good manners are expected at all times and the children should talk quietly to others on their own table.
8. Tables should be left tidy after their meal and any rubbish taken home in their lunch boxes.
9. Children should only enter school at lunchtime for their meal, to go to the toilet, to have a drink or report to a teacher for an activity.
10. On a wet lunchtime or a very cold day, children may have to remain inside their classrooms, under the supervision of the staff. Children are expected to behave sensibly and busy themselves until it is time to go to the hall for lunch or the start of the afternoon session.
11. Children should not leave the school premises without permission at lunchtimes. If any child goes home for lunch, they are not expected to return to school until 12.55 pm.
12. If a child feels ill, or is involved in an accident they should report the incident to a Midday Assistant, who will arrange for first aid treatment. Where appropriate, the accident or illness should be reported to a member of first aid trained staff “on duty” at lunchtime so that more appropriate medical assistance is provided.
13. The school may operate a “Time In” facility at lunchtime which is supervised by members of staff over the lunch hour. The purpose of “Time In” is NOT a punishment. It should be viewed as a “safe haven”. It provides an opportunity for vulnerable children who find it difficult to thrive during the busy and sometimes hectic lunch period. It is a place to “cool off”, discuss issues and perhaps formulate strategies for the future.
14. Unacceptable behaviour at lunch time, as at any other time in the school day, should be dealt with using the “TRAFFIC LIGHTS/WEATHER and stages procedures” consistent with our Behaviour in schools Policy.



Appendix 3

Reasons for Contacting a Parent

The categories below should cover the main reasons for contacting parents. We will aim to contact parents as soon as possible after the event in person, by telephone or email.

This document is supplementary to our Behaviour for Learning Policy and Communication Protocol.

Illness or injury

Includes:

- If a child is showing signs of illness
- If a child suffers from an injury which may require medical attention

Positive Praise

- If your child has done something exceptionally well and this needs to be recognised at home

Physical assault against pupil

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse/threatening behaviour against pupil

Includes:

- Threatened violence
- Aggressive behaviour or language
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse/threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying

Includes:

- Verbal

- Physical
- Homophobic bullying
- Racist bullying

Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

Includes:

- sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

Theft

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories above are deemed serious enough to warrant parental contact

We will not contact you directly for minor injuries but will inform you either verbally at the end of the day, via a note home or text.

We will not inform you of minor behaviour misdemeanours which are dealt with via our Behaviour in schools Policy as these are a normal part of school life.

