



Mission Statement
A Caring Christian Family Where We Grow Together

BEHAVIOUR IN SCHOOLS PROCEDURE

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Review Date	Signed Head Teacher	Signed Director RCSAT
01/01/2023 Procedure re-written	<i>JL M Badger</i>	<i>P. Burt</i>
05/02/2024	<i>JL M Badger</i>	<i>P. Burt</i>

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Approval Date	01/01/2023
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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 5, v 16**

1. Rationale for the Procedure

- 1.1. The schools in Rural Church Schools Academy Trust (RCSAT) will lay the foundations for a life-long learning journey which provides our pupils with the tools to achieve happy, fulfilling and successful lives.
- 1.2. RCSAT 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. The Trust believes that all children should grow up aware of these rights and respecting these rights for themselves and for others. In consultation with the pupils, 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.
- 1.3. **As a Rights Respecting Trust RCSAT staff, as duty bearers, shall:**
 - 1.3.1. 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);
 - 1.3.2. 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);
 - 1.3.3. 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);
 - 1.3.4. 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);
 - 1.3.5. 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);
 - 1.3.6. 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);
 - 1.3.7. 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);
 - 1.3.8. 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);
 - 1.3.9. Encourage all to take pride in their school, class, learning and learning environment. (Article 28 - Your right to a good quality education).





2. Introduction

- 2.1. RCSAT is a caring, Christian family, which encourages, values and celebrates the views and actions of children, underpins the promotion of positive relationships and a happy, safe environment, in accordance with our school vision – ‘Let your Light Shine.’
- 2.2. 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.
- 2.3. RCSAT believes that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful, fair and forgiving.
- 2.4. RCSAT schools 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.
- 2.5. This procedure supports the schools’ communities in aiming to allow everyone to work together in an effective and considerate way and believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness 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.
- 2.6. RCSAT schools recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will they be able to achieve an environment in which pupils can learn and develop as caring and responsible people.
- 2.7. All members of our school community are expected to: **Be Respectful, Be Kind and Be Safe.**
- 2.8. The schools within RCSAT believe that:
 - 2.8.1. Behaviour can change and every pupil can be successful;
 - 2.8.2. Positive, targeted praise is more likely to change behaviour;
 - 2.8.3. Reinforcing good behaviour helps pupils feel good about themselves;
 - 2.8.4. An effective reward system and celebrating success helps to further increase pupil’s self-esteem enabling them to achieve even more;
 - 2.8.5. Understanding each pupil’s needs and their individual circumstances helps us to act in the fairest way possible for that pupil at that moment;
 - 2.8.6. When all adults change, everything changes;
 - 2.8.7. 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;
 - 2.8.8. RCSAT is a place where the Christian message is both celebrated and lived out in our day-to-day interactions with one another.
- 2.9. RCSAT’s objective is to:
 - 2.9.1. Provide a safe, comfortable and caring environment where optimum learning takes place;
 - 2.9.2. Provide clear guidance for children, staff and parents of expected behaviour;
 - 2.9.3. Use a consistent and calm approach;
 - 2.9.4. Ensure **all** adults take responsibility for managing behaviour and follow up incidents;
 - 2.9.5. Ensure **all** adults use consistent language to promote positive behaviour;
 - 2.9.6. Use restorative approaches.

3. Purpose of the Behaviour for Learning Procedure

- 3.1. To provide simple, practical procedures for staff, pupils and parents/carers that:
 - 3.1.1. Foster the belief that there are no 'bad' pupils, just 'bad choices';
 - 3.1.2. Encourage pupils to recognise that they are responsible for their own actions;
 - 3.1.3. Recognise individual behavioural norms and respond appropriately;
 - 3.1.4. Promote self-esteem and self-discipline;
 - 3.1.5. Promote appropriate, positive behaviour;
 - 3.1.6. Enable everyone to thrive in a happy and safe environment.
- 3.2. All staff shall:
 - 3.2.1. Take time to welcome pupils at the start of the day;
 - 3.2.2. Be positive role models and use consistent language;
 - 3.2.3. Take responsibility for managing behaviour and follow up incidents;
 - 3.2.4. Celebrate and praise positive behaviour;
 - 3.2.5. Be consistent and fair, treating all pupils with respect, dignity and understanding;
 - 3.2.6. Pick up on pupils who are failing to meet expectations;
 - 3.2.7. Redirect pupils by referring to and explaining why they are not being Respectful, Kind and Safe;
 - 3.2.8. Deal sensitively with pupils in distress, using the connection before correction approach, helping pupils to regulate themselves before discussing their behaviour;
 - 3.2.9. Avoid shouting at pupils except when this is necessary to avert a potentially dangerous situation;
 - 3.2.10. Remain calm and regulated;
 - 3.2.11. Avoid describing poor behaviour to another adult in front of the pupil;
 - 3.2.12. Praise in public, remind and correct in private (wherever possible);
 - 3.2.13. Be alert to signs of bullying or racial harassment and report any concerns to SLT;
 - 3.2.14. Use CPOMs to log any serious incidents, including racial harassment and bullying (see separate policies and procedures);
 - 3.2.15. Be aware of the government regulations regarding the use of force (refer to The DFE's publication 'Use of reasonable force: Advice for headteachers, staff and governing bodies' July 2013).
- 3.3. Members of staff who manage behaviour well:
 - 3.3.1. Deliberately and persistently catch pupils doing the right thing and praise them in front of others;
 - 3.3.2. Take responsibility for managing behaviour in their classrooms and outside;
 - 3.3.3. Know their classes well and develop positive relationships with all pupils;
 - 3.3.4. Relentlessly work to build mutual respect;
 - 3.3.5. Remain calm and keep their emotion for when it is most appreciated by pupils;
 - 3.3.6. Demonstrate unconditional care and compassion;
 - 3.3.7. Are responsive to the pupil not reactive to the behaviour;
 - 3.3.8. Show respect to each other and model the language of dignity.
- 3.4. The Senior Leadership Team (SLT) shall:
 - 3.4.1. Be a visible presence around the school working with the pupils to support good behaviour and model positive relationships;
 - 3.4.2. Regularly celebrate staff and pupils whose efforts go above and beyond expectations;
 - 3.4.3. Encourage use of positive praise, including noticeboards, phone calls/texts/notes home and certificates/stickers;
 - 3.4.4. Ensure staff training needs are identified and met;
 - 3.4.5. Support staff in managing pupils with more complex or challenging behaviours.
- 3.5. Parents and Carers shall be expected to:
 - 3.5.1. Work respectfully alongside staff when discussing the behaviour of their child(ren);
 - 3.5.2. Keep the school informed of behaviour difficulties they may be experiencing at home;



- 3.5.3. 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.;
- 3.5.4. Inform the school about their child’s health and any absences connected with it;
- 3.5.5. Inform the school of any situations which need to be investigated as bullying (pupils do not always tell school staff);
- 3.5.6. Read, agree and sign the Home/School Agreement and return a copy to school each year;
- 3.5.7. Support the implementation of any necessary agreed behaviour programme.

4. Behaviour Strategies

- 4.1. RCSAT schools use positive behaviour strategies, promote positive interactions and relationships and recognise good behaviour at every opportunity.
- 4.2. Forgiveness is a core Christian value which we explore and promote within RCSAT schools.
 - 4.2.1. When dealing with incidents of poor behaviour between two or more pupils, they are 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?”*
 - 4.2.2. 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.
 - 4.2.3. Some pupil’s behaviour is beyond normal rewards and consequences. RCSAT schools believe in equity for all pupils and understand that, for some pupils, following the behaviour expectations are beyond their current developmental level.
 - 4.2.4. The Trust, aspires 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 pupils shall have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

4.3. When we are letting our lights shine:

Our Rules	Visible Consistencies	Recognition
<ul style="list-style-type: none"> ● Be Respectful ● Be Kind ● Be Safe 	<ul style="list-style-type: none"> ● Daily meet and greet by SLT ● Daily meet and greet in the classroom ● Persistently catching children doing the right thing ● Picking up on children who are failing to meet expectations ● Accompanying children to the playground at the end of every day ● Praising in public, Reminding in private ● Consistent language 	<ul style="list-style-type: none"> ● An encouraging smile ● Verbal praise ● Star in the Jar within the classroom ● Written praise on child’s work ● Recognition board in the corridor ● House points ● Headteacher Stickers ● Certificates ● Communication with parents/ carers – in person/ phone call/ text ● Class Rewards ● Letter of praise at the end of term from the Principal ● A visit to the Principal, member of SLT or another member of staff for commendation ● Celebrated on school social media

4.4. When we are still learning to let our lights shine:

- 4.4.1. The following steps shall be followed when dealing with poor behaviour:
- 4.4.2. **Level 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.



4.4.3. 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.

Steps	Actions
1) Redirection	Gentle encouragement in the right direction
2) Reminder	A reminder of the expectations Respectful, Kind, Safe delivered privately wherever possible. Repeat reminders x 3 if necessary. De-escalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage. <i>Example:</i> <i>I notice you are You are breaking the school rule of (being respectful, kind safe). Please... Thank you.</i>
3) Caution	<ul style="list-style-type: none"> • A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. • Gentle approach, personal, non-threatening, side on, eye level or lower • The poor behaviour is identified, explained and linked to the three words safe/kind respectful • Boundaries are reset • The pupil is asked to reflect on their next step • They are reminded of their previous good conduct/attitude/learning <i>Example:</i> <i>I noticed you're still...</i> <i>You are breaking the rule of...</i> <i>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> <i>I will talk to you for two minutes at breaktime/ after the lesson.</i> Two minutes is owed when the child reaches this step. It cannot be removed, reduced or substituted.
(4) Time Out	<p>Time out is 5 minutes for the pupil 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.</p> <p>Pupils may be asked to take their work to another table or classroom if the behaviour is disruptive to others.</p>
(5) Follow up – repair, restore and forgive.	<p>A restorative meeting should take place before the next lesson, during break time. Staff will take responsibility for leading Reparation meetings. If the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the reparation process.</p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> • <i>What happened?</i> • <i>What were you thinking or feeling at the time?</i> • <i>What have you thought since?</i> • <i>How did this make people feel?</i> • <i>Who has been affected?</i> • <i>How have they been affected?</i> • <i>What should we do to put things right? (Repeat the work, write an apology letter)</i> • <i>How can we do things differently in future?</i>

4.4.4. Consequences shall:

4.4.4.1. Be in proportion to the action;

4.4.4.2. Not apply to a whole group for the activities of individuals;

- 4.4.4.3. Be applied consistently by all staff;
- 4.4.4.4. Be applied to make it clear that unacceptable behaviour affects others and is taken seriously;
- 4.4.4.5. Seek forgiveness.
- 4.4.5. Consequences shall include:
 - 4.4.5.1. Repeating work, where the content of work is clearly below the pupil's ability;
 - 4.4.5.2. Time working at another space;
 - 4.4.5.3. Time out during breaktime;
 - 4.4.5.4. Withdrawal of privileges, e.g. special responsibilities, breaktime;
 - 4.4.5.5. Communication with parents;
 - 4.4.5.6. A reflection sheet completed at breaktime and reviewed with the teacher/ Principal during the reparation meeting.
- 4.4.6. **Level 2:** Continuing poor behaviour 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.
 - 4.4.6.1. At this stage the Principal along with the class teacher and, if appropriate, SENCO shall consider the completion of an Individual Behaviour Plan (IBP), RAMP and, if appropriate, a Risk Assessment for the pupil.
 - 4.4.6.2. 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 pupil, e.g. supply teachers, support staff and welfare staff.
 - 4.4.6.3. The Principal shall actively monitor the child's behaviour in consultation with the class teacher.
 - 4.4.6.4. Examples of level 2 behaviour: Frequent occurrences of level 1 behaviours which occur consistently and daily. 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 shall interview the pupil, inform parents/carers and expect them to respond positively to ensure there are no further incidents of this severity.
 - 4.4.6.5. Examples of 'one-off' incidents or serious behaviours include: 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.
 - 4.4.6.6. The school does not tolerate bullying of any kind. If the school discovers or is informed that an act of bullying or intimidation has taken place, an investigation shall be commenced and action taken immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, the school shall do everything in its power to ensure that all pupils attend school free from fear. Please refer to our Dignity and Respect Procedure.
- 4.4.7. **Level 3:** Through monitoring, the class teacher, Principal and other relevant staff will continue to review the pupil's behaviour. If there is no evidence of improvement in behaviour, parents or carers will be invited to and expected to attend a Pastoral Support Meeting.
 - 4.4.7.1. 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/carers in helping to modify the behaviour.
 - 4.4.7.2. School staff including the class teacher, Pastoral lead, SENCO and members of outside agencies involved with the pupil shall also be invited. Further IBPs and risk assessments may be drawn up at this stage. There shall be a clear identification of success criteria, timescales and next steps.
 - 4.4.7.3. Parents/carers shall be made aware of the range of courses of action available including referral to a PRU, special school, fixed term or permanent exclusion.
 - 4.4.7.4. Fixed term or permanent exclusions may apply when the pupil is not responding to strategies or the safety of others is at risk or there is a negative impact on staff.



4.4.8. **Level 4:** If all the above strategies fail to result in improvement in the pupil's behaviour, the Principal shall begin formally referral proceeding for alternative school provision, fixed term or permanent exclusion within the framework of statutory regulations and local authority guidelines, involving governors and directors of RCSAT, if necessary.

4.4.8.1. Additional Pastoral Support meetings may be called, as appropriate, to monitor progress.

4.4.8.2. Examples Level 4 Serious Behaviours include: 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.

4.5. If the Principal or Executive Headteacher decides upon a fixed term or permanent exclusion of a pupil:

4.5.1. Parents/carers shall be informed as soon as practicable, giving reasons for the exclusion.

4.5.2. The Principal or EHT makes it clear to the parents/carers in a letter that they may appeal against the decision to the Local Governing Committee (LGC) in writing to the Chair. In the letter, the school shall inform the parents/carers how to make any such appeal.

4.5.3. The Principal shall inform the LA and consults with the LGC about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

4.5.5. If a parent/carer appeals against the exclusion, the appeals panel shall meet to consider the circumstances in which the pupil was excluded and any representation by parents/carers.

4.5.6. Whilst the LGC has no power to direct reinstatement, they shall consider any representations by parents/carers and may place a copy of their findings on the pupil's school record.

5. Playtimes and Lunchtimes

5.1. At play and lunchtimes, RCSAT schools aim to provide a range of activities to engage pupils in positive play with their peers.

5.2. High levels of supervision during both playtime and lunchtime sessions, inside and outside, are provided.

5.3. If issues between pupils arise, the emphasis is on peaceful problem solving and peer resolution; pupils (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.

5.4. Once this has been achieved, it provides pupils with an increased sense of responsibility; demonstrating the independence expected throughout the school.

6. Monitoring and Review

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

6.2. The LGC and BoD shall review this policy and procedure annually to ensure its effectiveness.

6.3. The LGC and BoD may review the policy procedure at any time, if the government introduces new regulations, or if they receive recommendations on how they might be improved.

7. Record Keeping

7.1. Each RCSAT school shall keep a variety of records of incidents of behaviour.

7.1.1. The class teacher shall record classroom incidents on CPOMs.

7.1.2. The school shall keep a record of any incidents that occur at break or lunchtimes; lunchtime supervisors shall give details of any incident which shall then be recorded on CPOMs.

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

7.2. The LGC and the BoD shall monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

