



Behaviour Policy

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To be reviewed by: October 2025

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Version Control

Date	Change
October 2018	Policy reviewed, minor amendments made.
September 2019	Policy reviewed, minor amendments made.
September 2020	Policy reviewed, minor amendments made to comply with current Covid-19 restrictions.
September 2021	Policy reviewed, minor amendments made to rewards section to include House points and to comply with current Covid-19 restrictions.
September 2022	Policy reviewed to reflect current practices and the Implementation Of THRIVE practices in our school. Added reference to exclusion policy.
September 2023	Minor changes made to include the use of the Rainbow Room and teachers on duty plus ADSLs to monitor and support with lunchtime behaviour. School Vision highlighted. Reference to PE kits removed. Reordering and clarification of Sections 5 and 6, and Appendix A; minor formatting changes.

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize?
Run in such a way as to get the prize.
- 25 Everyone who competes in the games goes into strict training. They do it to get a
crown that will not last; but we do it to get a crown that will last forever.
- 26 So I run with purpose in every step.

1 Corinthians 9: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

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1. School's Moral Code: Governors' Statement

Our School motto – '*Together · Included · Involved · Inspired*' – encompasses our learning and moral code. Our aim is that everyone will act with courtesy and consideration for others at all times, and we all share responsibility for working towards this ideal. We believe that a positive approach to good behaviour in school is achieved by setting a good example and by giving much encouragement and support to build up self-confidence and esteem. The School uses the THRIVE Approach, which is a positive, affirming approach to behaviour management and means that recognition, praise and reward for good behaviour will always be a high priority. Staff are careful to notice and recognise that all behaviour is a communication of need and seek to address that need with support where necessary.

Within school, responsibility for good behaviour is seen to be shared by:

- the Headteacher and teachers
- Support Staff (TAs, MDSAs, Kitchen and Office Staff)
- Pupils
- Parents and other adults
- Governors, MAT and LA

This Behaviour Policy provides guidance and procedures for all adults and children. We aim to:

- ensure that all adults use consistent strategies and approaches
- ensure that all children understand what is expected of them
- positively encourage among the children:
 - an attitude of self-regulation
 - a respect for other peoples' property
 - a regard for other peoples' feelings
 - a respect for the environment
 - a positive self-image
- provide a happy, friendly atmosphere for the children, where they are safe, secure, trusted and cared for.

2. Guidelines

All adults who work at All Saints' School are expected to:-

- be a positive role model for the children
- value everyone and make them feel secure
- stay calm, listen, smile and be cheerful
- support each other to be curious and professional about behaviours exhibited, noticing and coming alongside a child where necessary
- acknowledge children's feelings and empathise
- deal with problems and difficulties promptly and see them through
- encourage children to think constructively about their behaviour
- help them to gain the confidence and skill to solve their own problems
- offer reconciliation and restoration

All children who attend All Saints' School are expected to:

- be kind and friendly
- speak politely to everyone
- listen to each other

- value their possessions and those of others
- take pride in themselves and their work
- respect the rights of others to learn and teachers to teach
- move around the school quietly, in an orderly fashion
- take pride in their class and the reputation of the school
- take responsibility for their own behaviour
- self-regulate with support

As a school we recognise the vital role of families and members of the community in the physical, social and academic growth of the children. We aim to establish good relationships and a partnership with the parents and carers, so that we all work together to provide a secure and happy school environment.

Families can help by:

- ensuring that children know they are loved and valued
- encouraging and praising good behaviour at home
- treating children consistently fairly, ensuring that reasonable rules are clear, known and kept
- work with us to develop a partnership of trust between home and school
- encourage a positive attitude towards school, all staff and volunteers
- recognise and support our behaviour policies
- help children develop good habits such as regular attendance, good time-keeping and a clean and tidy appearance
- come and see us if there are any problems at school or at home which may be affecting the children or themselves

3. Practices and Procedures

All Saints' School is a THRIVE school. Our universal curriculum promotes the teaching of positive behaviour patterns and encourages how to live well together. We recognise that all behaviour is a form of communication and safeguarding considerations are always taken into account.

4. Rules and Codes of Behaviour

At All Saints' School the children, throughout the school, are encouraged to be 'Super Saints' by following the 3 Special Rules:

- Ready
- Respectful
- Safe

5. Rewards and Recognition

At All Saints' we recognise and celebrate good behaviour and give out House Points and Merits for living out our values and for excellent behaviour.

Class teachers use a variety of strategies to encourage children to work co-operatively and take collective responsibility for the ethos within their own classroom. Positive learning attitudes and character development are rewarded using a variety of methods, for example, verbal praise, stickers and House Points.

When marking, Teachers encourage effort and recognise good work by using positive comments, stickers, stamps or stars (as appropriate for the age of the children). A system of

classroom monitors with roles and responsibilities is used in each class, and wider leadership roles are promoted around school to encourage a sense of pride and responsibility in the children.

Each week in Collective Worship is a celebration of achievement, when children are awarded Merit Award certificates. These are recorded in the Collective Worship Book each week, there may also be whole class or whole House rewards.

6. Sanctions and Consequences

6.1 Dealing with Challenging Behaviour in Class

Teachers and Staff seek to work to agreed procedures and apply the School Rules consistently. They aim to be positive and encouraging even when dealing with challenging behaviour. Before any sanctions take place, the adult will come alongside and acknowledge the child's need to be noticed and heard. This may include:

	Steps	Actions
1	Reminder	A reminder about the three simple rules (ready, respectful and safe) deliver privately where possible. Repeat reminders if reasonable adjustments are necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Think carefully about your next step"
3	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention.
4	Time out	Time out
5	Repair	Restorative conversation

In EYFS a sand timer is used to give children time-in rather than time-out, allowing time for reflecting and restoring.

In KS1 a time out means a short time in another classroom fresh face, fresh space. After this, children return to the classroom with the rest of the class and the teacher will follow up with the restorative conversation.

In KS2 a time out means a short time in another classroom fresh face, fresh space. After this, children return to the classroom with the rest of the class and the teacher will follow up with the restorative conversation.

Children who are unable to return to the classroom will need to spend to spend time in the Rainbow Room or the Ark with another adult to reregulate. In these rooms children may be given a short opportunity to spend some time with an adult to complete work they have been set in school, but have not done.

There will be pupils in school who sit outside this Behaviour Policy for a number of reasons, including but not limited to – EYFS pupils, SEND pupils, pupils with an EHCP. Where pupils sit outside the policy they will have an individual behaviour plan that is discussed and agreed with parents.

6.2 Serious Behaviour Incidents

In the case of serious behavioural incidents, the child will be sent to a member of the Senior Leadership Team, who will decide on plan of action in school, record behaviour on CPOMS and any actions taken, which may include a phone call home. If inappropriate behaviour is persistently disrupting lessons a child may be sent to work in another class for the rest of the lesson, as arranged by the class teacher.

If a child's behaviour is seriously affecting others' playtime, the child may be excluded from playing for a period of time and work on restoring good patterns of behaviour will ensue.

6.3 Recording and Reporting Behaviour Incidents

All behaviour incidents will be logged on CPOMS so a picture can be built up and any patterns recognised.

- Behaviour will be reported at Parents and Teachers Evenings and in Annual Reports.
- Parents will be informed by telephone after three incidents in one week, or persistent incidents over a term.
- Parents may be called into school, or online, for a meeting.

6.4 Further Sanctions

- Support from outside agencies, such as Behaviour Support Services, may be sought with permission from parents.
- A risk assessment may be drawn up between the child, parents, teacher/Headteacher concerning the child's future conduct.
- In certain circumstances the school may feel it necessary to either detain or search pupils (see Appendix A).
- For exclusion see Section 11.

7. Lunchtimes and Playtimes

During lunchtime the mid-day supervisors, the senior leadership team are responsible for the children. In their absence another assistant DSL or duty teacher will take a lead on monitoring behaviour. The mid-day supervisors should contact the DSL or staff member on duty in the Rainbow Room for more serious incidents. Incidents will be dealt with following the same sanctions as outlined in Section 6.

Each mid-day supervisor will regularly flag any challenging behaviour to the child's class teacher. Reports of serious incidents and any action taken will be given to the Head Teacher and will be recorded on CPOMS.

8. Bullying

Our aim is to create an atmosphere in which children feel safe, at home, and comfortable so that they can meet their academic and emotional challenges in productive ways. We will do our best to protect children from bullying and other forms of cruelty. For further information see the **Anti-Bullying Policy**.

9. De-escalation Strategies

All staff follow the guidelines for intervention in the **Use of Restraint Policy** when dealing with dis-regulated behaviour.

Teachers and other authorised staff (i.e. those authorised by the Headteacher to manage pupils; this may include non-teaching staff, care workers or voluntary helpers) will have legal right to use reasonable force to prevent a pupil from:-

- committing an offence

- injuring themselves or others
- damaging property

If restraint has been used, Staff will record the incident in the 'Use of Restraint log', located in the Headteacher's Office.

10. Exclusion

The School views the education of pupils as a shared partnership and encourages a two-way dialogue between parents and teachers, especially when problems arise. It is therefore our intention to work in partnership with parents to help and support with behaviour.

Exclusion from school is the final sanction and would only be used as a last resort when all other sanctions had failed. Exclusion can be temporary or permanent but every effort is taken not to take this step, and parents are involved at an early stage if a pupil's behaviour is not acceptable. In the case of a temporary exclusion, the parents and child must meet with the Headteacher before returning to school and a plan must be put in place for re-integration into school.

Such serious offences such as physical assault or persistent bullying would be grounds for exclusion. Exclusion procedures follow the LA Guidelines and the School's **Exclusion Policy**.

11. Links to other Policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Exclusion Policy
- Safeguarding and Child Protection Policy
- Use of Restraint Policy

Appendix A: Detention

Schools have the legal power to put pupils aged under 18 in detention without parental consent. Schools do not have to give any notice for lunchtime and playground detention, and Section 5 of the **Education Act 2011** removed the requirement for schools in England to give 24 hours' written notice for detention outside school hours, but such detention should not be issued if it is known that it would compromise a child's safety.

Appendix B: Searching

The Headteacher or other members of the senior management team may search a child's property. This will generally be with the consent of the child, e.g. checking for lost items in a school bag with the child present. However, if the child is suspected of having prohibited items, a search of their bag may be undertaken without consent but with the child and another member of staff present. Prohibited items may include:

- mobile phones (in the classroom or playground)
- electronic games and devices
- knives
- weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to:
 - commit an offence
 - cause personal injury to, or damage to the property of, any person (including the pupil).

The School retains the option of calling the Police, who may decide to conduct a further search, but parents will be called at this point before any search is undertaken and the child's dignity must be maintained.