



Inspired by Christ - Reaching out to all - Being the best we can be.

ALL SAINTS' C of E PRIMARY SCHOOL (N20)

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in all of our children. Working in partnership with each student, their families and carers, we pledge to help them grow into happy, confident, and independent young people, whose enquiring minds will flourish in the world, seek after the truth, and serve others.

Behaviour Policy

Ratified by the Board of Governors: September 2025

Signed Headteacher (Interim) Rachel Adams-Constantine

Chair of Governors Elaine French

Review Date: September 2026

1. INTRODUCTION

At All Saints' School, we believe that we are all unique, created in the image of God and equal in the eyes of God. As a Church of England primary school our policy is based on Christian values as defined by the children, staff and governors of All Saints'.

2. RATIONALE

Positive behaviour is essential for providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

The learning environment is the shared responsibility of all staff of the school. A whole school approach to promoting positive behaviour is fundamental to the ethos of the school. All staff should be consistent in their approach and act as positive role models for the children.

3. AIMS

- To create an environment that encourages and reinforces positive behaviour.
- To encourage consistency of response to both positive and other behaviours.
- To promote progressive achievement, both academically and socially.
- To enable children to develop self-esteem, respect for others, tolerance and compassion in line with the school motto: Inspired by Christ- Reaching out to all - Being the best we can be.
- To promote the school values of love, equity, friendship, honesty, forgiveness and kindness
- To encourage all members of the school community to take responsibility for the care and safety of themselves, others, their property and the environment.
- To help children understand the sense of right and wrong and the ability to accept responsibility as well as having their voice heard.
- To encourage the involvement of both home and school in the implementation of this policy.
- To develop children's emotional literacy, their ability to deal with conflict and their resilience.
- To encourage a restorative approach to relationships.

4. IMPLEMENTATION

4.1 The Golden Rules

The Golden Rules outline the school's expectations of behaviour, which were agreed upon by the children. They are in effect at all times, in all activities. They must be followed by the whole school community - children, staff, parents and carers, governors and visitors. Our Golden Rules are displayed in all classrooms and public areas.

Our agreed Golden Rules are:

We are gentle (We don't hurt anyone)

We are kind and helpful (We don't hurt anybody's feelings)

We listen	(We don't interrupt)
We are honest	(We don't cover up the truth)
We work hard	(We don't waste our own or others time)
We look after property	(We don't waste or damage things)

4.2 Emotional development

The distinctive Christian ethos of All Saints' supports children's well-being and emotional development.

- Children and adults engage with the Zones of Regulation. This is a system that helps individuals recognise their own emotions and learn strategies to manage their emotions.
- Emotion coaching is used to validate how children are feeling. For example, "I can see you are cross..."
- Children may have access to mentoring either by a trusted member of staff or a therapist (Terapia)
- PSHE is taught well throughout the school
- Each class has a worry box, which is monitored
- Children are supported to have conversations when something has gone wrong with a restorative approach. They are taught to be supportive of each other.
- Children are supported to develop resilience and to ask for help when they need it.
- Following any instance of unacceptable behaviour, once the child is back in the 'green zone', children are supported to reflect and review what happened. It may be appropriate to involve other children in these conversations.

Staff know the children very well. They try their best to preempt difficulties and disruptions, using inclusive diversionary methods to defuse situations.

4.3 Rewards and Positive Recognition

Positive recognition is used to promote the aims of the Behaviour Policy. It is used sincerely and meaningfully, thereby encouraging and reinforcing positive behaviour.

At All Saints', we focus positive recognition on effort rather than achievement. By doing this, we hope to encourage all children to take calculated risks, step outside their comfort zone and strive to be the best they can be.

The All Saints' house point system is used to promote Christian values and build a sense of responsibility amongst the children. Children receive 'house points' for exemplifying the school values. Year 6 house captains are elected by the children to lead each house, reach out to all and encourage other children. House Captains count their class house points every Friday. The following week, these are shared in assembly.

Rewards and positive recognition include:

- Celebration Assembly

This is held weekly, focusing on celebrating the good things that have been happening in class, in the playground and around the school and wider community.

- Praise

Staff are specific about why the praise is given and this usually relates to effort.

- Recognition

Recognition is given in the form of praise or stickers from the Headteacher or the deputy Headteacher for good effort or positive actions.

- Positive verbal reports or a phone call home to parents/carers at the end of the school day
- Postcards are written to the children who have behaved particularly well at school and celebrate the child's success.
- Tangible awards e.g. stickers, smiley faces on work,
- Class rewards can be used: e.g. table points, marbles in a jar leading to a free choice activity, star of the day, star of the week at the teacher's discretion.

Possible incentives for positive behaviours are discussed with children at the beginning of each school term, as the rules are reviewed.

5. Addressing negative behaviours

In apportioning consequences for unacceptable behaviour, staff are aware of the need to be measured, clear and consistent.

All children at All Saints' are guided to learn positive behaviour. Any additional needs of children involved will be considered when addressing negative behaviour.

When reflecting on any unacceptable behaviour with the child, adults will be mindful to listen carefully to the child's point of view. The context of any incident may be part of this conversation.

Children are supported and encouraged to honestly say their part in any given situation: social stories may be used to allow children to draw events.

Any patterns of behaviour, such as triggers or particular dynamics can then be identified and support given to the child.

On occasions, it may be decided to create an individual behaviour plan (SEMH plan) for a child where it is considered that the general school policy is counter-productive. (See section 6 below)

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5.1 Breaking a Golden Rule

Sequence followed if a Golden Rule is broken, the child:

1. Receives a verbal reminder - for example, 'Make sure that you are all listening .' or '*Name*, you need to be listening.'
2. If the behaviour persists, the child receives a more formal warning of a yellow card - for example, '*Name*, this is a warning for a yellow card. You need to be listening.'
3. If the behaviour persists, the child receives a yellow card.
4. If the same behaviour continues to persist, the child receives a red card, which means their name is recorded and they will lose ten minutes of their playtime that day (or the next day if necessary).

Lost playtime cannot be earned back.

Each day is a fresh start and everyone is put back to green.

In consultation with the SLT, the teacher can reset everyone back to green more frequently. (For example, at the beginning of the academic year, year 2 could agree with SLT to reset after lunch; year 1 may agree with SLT to reset after every play.)

1. Any amount of lost playtime will be used for the child to reflect on the incident supervised by a member of staff.
2. Staff should ensure parents or carers are informed of red cards on the day given if possible.
3. Red cards are recorded by the Deputy Head and monitored to inform any patterns of behaviour where additional support may be needed.
4. If a child receives 4 red cards within 3 weeks during a half-term, their parent/carer will be asked to meet with the class teacher .
5. Following this meeting with the teacher, if a child continues to receive multiple red cards, a meeting will be held with the SLT.

Any instances of physical aggression or disrespect towards adults may be sanctioned immediately with a red card at the adult's discretion and the amount of time spent inside at playtime may be increased. Missing extra playtime can be demanded to ensure playtimes are safe and calm for others.

At playtimes:

The Golden Rules should be upheld at all times, including playtimes.

The Golden Rules are displayed for children and adults to refer to.

If during a playtime, a child breaks a golden rule these are the sanctions, which are displayed for children and adults to refer to:

Sanctions at All Saints' for playtimes:

1. Name calling or insulting others '*At All Saints', we are kind and helpful*'.
2 minutes 'time out'.

2. Rough play '*At All Saints*', *we are gentle.*
3 minutes 'time out' .
3. Inappropriate words (including gestures): '*At All Saints*', *we are kind and helpful*
10 minutes inside and your parents/carers will be informed.
This will be recorded as a red card.
4. Being rude to adults: '*At All Saints*', *we listen; we are kind and helpful* Miss playtimes for the rest of the day (or the following day if the problem happens in the last half hour of lunch play). This will be recorded as a red card.
5. Any instances of physical aggression (not rough play) will be investigated by SLT and the children involved will be taken inside.

Other responses to breaking the Golden Rules include:

Parents will be informed on the day of any act of physical aggression; persistent unacceptable behaviour and serious individual incidents such as homophobia or racism. These will be recorded on MyConcern and dealt with following school policies.

5.2 More serious or persistent breaches of the Behaviour Policy

A number of options may be available to Headteachers in response to a serious breach of behaviour policy and is dependent upon each individual case given that some children may be too young or developmentally not ready/able to participate.

They are:

- **Internal exclusion** can be used to defuse situations that occur in school which require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school with appropriate support and supervision, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.
- **Partner school**, where a fixed amount of time can be spent in a partner school with a member of our staff.
- **Managed move** to another school to enable the pupil to have a fresh start in a new school. In some circumstances, the Headteacher may ask another Headteacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.

5.3 Permanent and fixed term exclusions (refer to the separate Exclusions Policy)

The behaviour of pupils at risk of exclusion is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of the Local Authority and other services should be proactive and led by the Headteacher.

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school. The decision to exclude should be lawful, reasonable and fair.

General reasons for exclusion may include:

- A serious breach of the school's rules or policies.
- Persistent breaches of the school's rules or policies.
- Risk of harm to the education or welfare of the pupil.

- Risk of harm to the education or welfare of others in the school.

Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents or carers.

Where a pupil is sent home for disciplinary reasons for part of a school day, some Headteachers have viewed this as a 'cooling off' period, and have not taken action to exclude the pupil formally. There is no basis in law for this.

The relevant regulations do not state a minimum length of exclusion. If pupils are sent home in response to a breach of discipline, even for short periods of time, this must be formally recorded as an exclusion.

In every instance where a pupil is sent home for disciplinary reasons, the Headteacher must formally record and specify the length of the exclusion (for reporting purposes this should be recorded as a half day or a whole day).

The Headteacher should ensure that:

- They are meeting their legal duty of care towards pupils, and that parents are formally notified of the exclusion
- That the local authority is informed as required.
- Child protection issues are taken into account e.g. bearing in mind the child's age and vulnerability, that a parent/carer is at home and the child is not placed at risk by, for example, being left to wander the streets; and
- That work is sent home or alternative provision is arranged.

5.4 When exclusion is not appropriate

Exclusion should not be used for:

- minor incidents such as failure to do homework
- poor academic performance
- lateness or truancy
- rules on appearance
- punishing pupils for the behaviour of their parents
- protecting victims of bullying by sending them home

5.5 Other circumstances when pupils may be sent home:

There are some circumstances in which individual pupils may be required to leave the school site, where they have not been excluded:

a) A pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction (bearing in mind that the children in the school under the age of 10 are below the age of criminal responsibility). In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.

b) For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

c) The pupil is given permission by the Headteacher, or person authorised by the Headteacher, to leave the school premises (with the accompaniment of their parent or carer)

briefly to remedy breaches of the school's rules, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, for example, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered.

6. RECORDING AND REPORTING

6.1 Patterns of behaviour: If a pattern of behaviour is identified, conversations will be had with the parent/care and school team. This may include the SENDCo. It will be considered if the child needs to be supported through the SEN register (SEMH). Support will be put in place and school will work in partnership with the child's family and any outside agencies who can assist or who are required.

On occasions, it may be decided to create an individual behaviour plan for a child where it is considered that the general school policy is counter-productive. This would be decided in conjunction with the family and any other agencies involved. This will be shared with staff.

6.2 Serious matters dealt by the staff are recorded through the school behaviour file (MyConcern). A matter is deemed serious when it causes significant upset, involves aggression or violence or has a significant impact on the work of a child or group of children. The Headteacher may insist that an incident should be deemed serious enough, but any member of staff can contribute to MyConcern independently.

6.3 Instances of homophobia and racism are always recorded and reported to the Board of Governors as part of the Headteacher's report. Parents are always informed of racist or homophobic incidents.

6.4 Instances of alleged, suspected or confirmed bullying are recorded on MyConcern but tagged as bullying so that any trends can be identified (Refer to the All Saints' Anti- Bullying Policy.)

The LA is informed of any external exclusion. This is also reported to the Board of Governors by the Headteacher. Parents are informed in writing of the reasons for the exclusion and a copy of this is kept by the Headteacher

7. LINKED POLICIES

This policy should be read in conjunction with other related school policies: including:

- Anti-bullying
- Inclusion Policy
- Health and Safety Policy
- Exclusion Policy
- Restraint Policy
- Equalities Policy

8. DISSEMINATION

This policy is publicised to all in the school community through the school website.

9. STAFF DEVELOPMENT

As part of their Induction, new staff will be made conversant with this policy and asked to ensure compliance with its procedures at all times. It will be shared with all staff through the virtual staffroom and via the website. This policy will be referred to as part of school working practice.