

# **ST ANDREW'S METHODIST PRIMARY SCHOOL**



## **Policy for Behaviour**

Headteacher     Anne Barker

Date: September 2025

Chair of Governing Board

Date: Approved

Date of Next Review September 2026

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

## **Introduction**

At St Andrew's we aim to provide a happy, stable and caring environment where each child can develop to his/her full potential- intellectually, spiritually, socially and physically. As a faith school, our Christian vision, '**Striving for excellence, together as one with God**' and associated values underpin relationships at all levels. We expect all members of the school community to be treated with dignity and respect. There are high expectations of behaviour and a culture of forgiveness and reconciliation. Every day is a fresh start. This enables all pupils, whatever their background, to live well together and flourish.

## **Safeguarding Pupils**

Our behaviour policy links closely to the safeguarding policy (and vice-versa). Safeguarding underpins all our behaviour approaches.

## **Objectives**

The objectives of the policy are to:-

- ensure pupils are safe in school
- ensure a consistent approach to supporting pupils in modifying their own behaviour.
- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties;
- promote the highest possible standard of pupil behaviour;
- ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour, using Behaviour Support Plans that are regularly reviewed
- ensure that reinforcement of appropriate behaviour supports learning;
- provide a clear overview of the school's approach to the physical management of pupils;
- Promote the positive encouragement of individual pupils by all relevant parties.

## **Philosophy**

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect. School is committed to supporting the young people to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing.

The philosophy and ethos of the school reflects respect for all pupils irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect of all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process, they need to be made aware that sanctions will be imposed. Within such an

environment the school aims to ensure the growth of each pupil's self respect and self discipline.

It is crucial to the maintenance of this ethos that all the staff recognise the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. At St Andrew's we have a '**no shouting**' policy. Rather, they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

In all of the above staff must look to parents / carers for support and daily dialogue, when required, to ensure consistent approaches and management methods are employed for the benefit of the pupils.

### **Strategies used to promote positive behaviour:-**

- Class dojo award system
- Consistency of approach and maintenance of boundaries
- Being specific in terms of expectations matched to needs.
- Using appropriate communication systems.
- Anticipating and avoiding potential triggers
- Generic school "golden" rules – displayed throughout school.

### Our Golden Rules

- ☺ We are gentle and safe
- ☺ We are kind and well mannered
- ☺ We are honest
- ☺ We work hard and listen
- ☺ We look after property

### **Rewards and Praise**

Rewards and praise may be communicated in a number of ways such as:-

- Verbal praise.
- Reinforcing positive behaviour through offer of favourite activity.
- Positive comments in workbooks.
- Stickers and badges for good work / behaviour / progress from the class teacher.
- Visits to leadership team with good work.
- Information communicated to parents.
- Celebration of achievement and presentation of certificates during assembly.
- Privileges e.g. Special responsibilities

### **Agreed negative consequences**

The samples below have been organised into gradually rising levels of severity:-

- Immediate verbal or non verbal gesture to check misbehaviour by member of class team, either privately or as a public indication of disapproval.
- Creating a minor penalty, which is relevant to the 'offence' e.g. pick up paper having made a mess; staying in at break time to complete work unfinished because of inappropriate behaviour.
- Loss of privileges, e.g. losing part of a preferred activity.
- Referral to a member of the leadership team for repeated misbehaviour.

At St. Andrew's we encourage good behaviour through the use of school behaviour systems:

### Foundation Stage and KS1

All children are encouraged to display "sunshine behaviour" which follows the Golden rules. All children have their pictures on a large sunshine. Procedures are followed from the devised consequences chart when a child misbehaves. (See behaviour consequence chart).

#### Sunshine Behaviour



Rays of sunshine



Smile and Be Happy



Look after our world and toys



Listen and do



Kind words and actions



Share

Any child not being a "Ray of Sunshine" moves off the sun and into the sky. They can then earn their way back on to the sun.

If they do not move back to the sun they have 5 minutes time out.

Continued poor behaviour leads to time out in another classroom with the sand timer.

In the rare event the unacceptable behaviour continues, a playtime hall detention would be issued for children in Key Stage 1. (Hall detentions are **not** appropriate for EYFS children, but a member of staff may choose to keep a child with them for reflection time)

Every day is a fresh start.

### KEY STAGE 2

The “Go for Green” traffic light system is used at KS2. All children’s names are displayed on the Green traffic light. Each class has a reward system for good behaviour, for individuals and groups. Other members of staff are able to give children stickers and other rewards.

If a child misbehaves they are given a warning. If they continue to misbehave they are moved onto the amber light and given the chance to earn their way back to Green. While on amber, further disruption will result in the child being sent to another class with a sand timer (with a five or ten minute penalty). They should remain there until the sand runs out, then return to their own class. If a child continues to misbehave, or for more serious incidents their name will be moved to red. (See behaviour consequence chart)

### **The Red Traffic Light.**

Once a child’s name has appeared on the red traffic light they will be given a playtime detention in the hall. The member of staff giving the detention needs to write the child’s name in the detention book near the school office. For more serious incidents the number of detentions will be increased. A lunchtime reflection may issued. NB: Lunchtime reflections can only be issued by the Headteacher, deputy Headteacher or Family Support Worker.

Once a child has been given **five** detentions, parents/carers will be informed by the Family Support Worker and asked to come into a meeting at school to discuss the child’s behaviour with the FSW and another member of staff.

### **GO FOR GREEN!**

**We all start the day on the Green Light!**



**Poor Learning Behaviour will receive a warning.**



**Your name will move to amber if the warning is ignored.**



**Try harder and earn your way back to green!**

**If not, you will need to take time out in another classroom.  
(Please refer to Appendix for COVID-19)**



**Movement to the Red Traffic Light results in Break time Detention.**



**After 5 detentions parents/carers meet with school staff.  
ALWAYS GO FOR GREEN!**

### **Approaches to behaviour management**

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The restrictive physical management of pupils should only be used in **extreme** situations – a last resort rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. **Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.**

Behaviour improves best where there is a shared agreement between pupils, parents, the local children's services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development.

When a pupil is regularly displaying behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. It is expected that such behaviour will fall into one or more of the following categories:-

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

### **Behaviour Support Plans (BSPs): a planned graduated approach to managing challenging behaviour**

**BSPs** contain information about **proactive strategies** which are those strategies used within class as part of the daily routine and organisation, such as:-

- Talking to a pupil in a calm and controlled manner, using his name first and a brief instruction.
- 'First....then.....' (Using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to him/her, repeating what is happening now and what he/she will be able to do next.
- Having a member of staff assigned to the pupil.

- Organisation of the classroom, e.g. distracting toys not accessible, positioning of pupils in class.
- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of pupil's strengths and interests.
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations to may occur.

**Active Strategies** are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:-

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – First do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures, guiding the pupil away is he is trying to make physical contact.
- Ensure that colleagues know what is happening, and get help.

A well chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the pupil has done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

**Reactive Interventions** are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.

Guide assertively – hold or restrain if absolutely necessary.

- Change member of staff as needed.
- Planned ignoring.

- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- Remove pupils to a safe area.
- Offer choices.
- Allow pupil time and space to:-
  - Process information and respond
  - Physically recover
  - Talk about the incident

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan.

Behaviour Support Plans are discussed with parents / carers, at Parents' Evening and Annual Review meetings, and some strategies may require parental support, e.g. pupil being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a pupil's behaviour is considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated.

### **The Use of a Reflection Space**

The use of a reflection space needs to be planned carefully around the needs of the young person. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. Staff will be with the pupil at all times. Under no circumstances will any young person be left or locked in a room by themselves. The use of a reflection space for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

### **Off-site direction**

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. In a change to legislation (2022) the governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil. The use of off-site directions are a short-term measure that can be used as part of a school's behaviour management strategy.

### **Managed Moves**

Where a pupil is seriously at risk of being permanently excluded from the school, a managed move to another primary school may be considered. This can be beneficial as it allows a child a "fresh start" at a new school. It is important, however, that consideration of a managed move is part of a planned and graduated response to disruptive behaviour. This strategy is most useful when used before the point at which the child becomes at risk of Permanent Exclusion.

### **How Managed Moves Work in Salford**

- School referral in to admissions team  
OR  
Organised by school themselves and informed to admission team
- Can only proceed if parent in agreement
- Meeting with both schools, parent and child at start of process
- Managed move placement lasts 8 weeks
- Review at 4 weeks
- Go on main role at new school  
OR  
return to original school

### **Important Considerations for a Managed Move**

- Clear and consistent communication
- Consistent application of the protocol
- Voice of the child and parent/carers must be heard
- Managed move is a positive experience
- A Managed move support worker is allocated

### **School Suspensions and Exclusions**

The next level of intervention in terms of severity of behaviour would be a fixed term suspension **or permanent exclusion**. A pupil may be temporarily suspended from school:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other pupils from accessing the curriculum within school.

The Headteacher will follow DFE guidance and the Local Authority's set procedures in any instance of suspension and/or exclusion. The governors will be kept fully informed of any temporary suspensions and any move to permanently exclude will be as a result of a decision taken by the governing body.

### **Important Note**

School can be a significant protective factor for children who have displayed harmful behaviour, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

### **Risk Assessments**

Any pupil that requires a Behaviour Support Plan must also have a risk assessment which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual pupil or pupils, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed. In order to preserve the dignity and promote positive community presence of pupils, staff must act to ensure that all reasonable measures are in place to reduce the risk of pupils displaying challenging behaviour in public settings. Staff must carry identification with them when supporting children in community settings and be prepared to explain, or otherwise communicate, the necessity of their actions.

### **The Restrictive Physical Management of pupils**

The school ensures that the appropriate departments within Children's Services, parents / carers and potential pupils are made aware of the school's policy on the restrictive physical management of pupils. Full details of this are in the school's Restrictive Physical Intervention policy.

**IF AT ANY TIME A PUPIL COMPLAINS OF AN INJURY, OR THE USE OF UNREASONABLE FORCE AS A RESULT OF PHYSICAL MANAGEMENT BY STAFF, THE SCHOOL CHILD PROTECTION PROCEDURES MUST BE FOLLOWED.**

### **Home School Agreements**

Home School agreements are issued to all parents/carers of children at the start of Each academic year. The agreements have been signed by the Headteacher. Class teachers, parents/carers (and children from Year 3 – Year 6) are invited to sign the agreement and return it to school. The Headteacher and staff regard the agreement as a positive reinforcement of all we wish to achieve for the children who attend our school.

### **Evaluation**

This policy shall be reviewed annually and revised in accordance with safeguarding requirements, Keeping Children Safe in Education 2025, changing need and local / national initiatives.