



ARCHBISHOP RUNCIE CHURCH of ENGLAND (VA) FIRST SCHOOL

POLICY FOR THE PROMOTION OF POSITIVE BEHAVIOUR & DISCIPLINE

“Each one of us is unique, special and loved by God and through his love we try to be the best that we can be”

Rationale

Archbishop Runcie First School is a Church of England First School. In harmony with the Christian ethos of our school our policy for the promotion of positive behaviour is rooted in the teachings of Jesus Christ. We respect the uniqueness of each child and encourage them to be a responsible and participating member of our cohesive school community. In so doing we believe that in taking a fair and consistent approach to promoting positive behaviour children must be treated in ways appropriate to their age, needs and circumstances.

We believe that the behaviour of all children in school is the shared responsibility of pupils, parents and staff. *Good behaviour will be **taught**, recognised and modelled.* (See Appendices)

Our actions must promote and encourage forgiveness, reconciliation and justice. By embodying the following principles we hope that this policy supports the maintenance of a positive caring environment for all members of the whole school community (i.e. children, staff and parents).

Aims: **Safety – Respect – Responsibility – Fairness**

- To create a positive learning environment;
- To ensure a safe, secure and happy environment for all members of the school community;
- To develop tolerance and mutual respect amongst all members of the school community;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To provide a common code of behaviour which is *fair, consistent and positive*.

Guidelines

- **All members** of the school community **must** be aware of and involved in the consistent implementation of this policy;
- **All members** of the school community **must** accept responsibility for encouraging and maintaining positive behaviour;
- Staff and parents should liaise when a child's behaviour gives cause for concern; parents **must be informed** of concerns and a written, dated record kept by staff of such notifications and conversations. This should include regular and persistent low level disruption.
- An agreed set of rules (school code of behaviour), acceptable to both staff and pupils, is displayed and promoted (see appendix 1);
- Children should be praised and rewarded for positive behaviour;
- An agreed set of rewards and sanctions is made clear (see below);
- Fairness should always be of paramount importance;

- All adults should be sensitive to the individual needs and personal circumstances of the child;
- A variety of means should be used to develop each child's self-esteem and self-confidence;
- Parents and children are encouraged to sign a home-school agreement, on entry to school, in support of the school's behaviour code;
- Consistently high standards of behaviour are expected to be maintained throughout the day within classrooms, corridors, hall, during lessons, at break times and on school visits.

Dealing with Incidents

- Key Stage Playtime Book and Lunchtime Book taken out by duty staff to record any incidents immediately. Make obvious to children when behaviour is recorded in book.
- Headteacher has Red Card Book.
- Staff deal with incidents by listening to all children involved and talking through the problem using positive language and reinforcing the school code of behaviour and expectations
- Staff encourage (but do not force) apologies and forgiveness in order to resolve conflicts. (However, children must understand that 'sorry' is a promise and must change their behaviour – some children are not able to sustain this). "Sorry is not just a word, but a feeling."

Rewards

Early Years Foundation Stage:

In accordance with the EYFS (2012) statutory requirements, the staff responsible for behaviour management within the Foundation Stage unit are Mrs B Armstrong (Nursery Teacher) and Miss G Lister (Reception Teacher). It is the responsibility of these teachers to support and advise other Foundation Stage staff on behaviour issues and to access expert advice when necessary.

All staff working within the Foundation Stage unit will be responsible for consistent implementation of this policy and for adhering to the rewards and sanctions outlined below.

- Staff will praise children for positive behaviour i.e. safe hands. Staff will use "I can..." statements to praise the child but condemn the behaviour, i.e. "I can walk inside".
- All Foundation Stage staff will use positive and constructive comments, verbal encouragement and positive gestures, i.e. smiles, thumbs-up, and acknowledgment of good behaviour.
- Golden Cards & stickers will be used to reward behaviour, when appropriate.

Key Stages 1 and 2:

In order to promote a child's self esteem we will reward as much as possible. (see Appendix 2)

- Staff will react positively when children are evidently conducting themselves according to the school code of conduct. Staff will regularly revisit the code with children.
- Stickers, including lunchtime stickers can be awarded
- Success is celebrated for all children in a variety of ways, for instance by award of a 'Golden Card', name put on golden card in classroom window and a certificate given at the end of the week. Golden Time is awarded at the end of the week. Initially ten minutes is awarded and this can be added to (up to a maximum of 20 minutes) or taken away from by classroom staff.

- Children consistently gaining maximum golden time throughout a term will be invited to the Headteacher's Golden Time Tea party.
- Good behaviour and achievements are recognised and celebrated.
- All staff use positive and constructive comments, verbal encouragement and positive gestures, for example, smiles and acknowledgment of good behaviour.

Sanctions

Early Years Foundation Stage:

- Children are given 3 warnings i.e. verbal disapproval of behaviour by staff member, and after the 3rd and final warning the child will be sent to sit on the **"Thinking Spot"**.
- When in the outdoor area, children who have been given 3 verbal warnings for inappropriate behaviour will be sent inside to give this to a member of staff and to sit on the "Thinking Spot".
- Children will be sent immediately to the "Thinking Spot" in response to any physical violence towards another child or adult. Parents will be contacted.
- A record book of behaviour incidents leading to the "Thinking Spot" is kept.
- Repetition of the behaviour following 3 warnings and time on the "Thinking Spot" may result in child being taken to see the Head teacher or Deputy Head.
- Individual children may require different strategies or support plans.

The **"Thinking Spot"** is situated in a position where the child can be seen by a member of staff but is out of the direct sight of other children and activities. A sand timer must be visible to the child at all times during this period (two turns for Reception children and one for Nursery children). When the sand timer has run down a member of staff must talk through the behaviour.

Reception children will follow the sanctions for Key Stage 1 and 2 towards the end of the summer term as part of the transition process into Year 1.

Key Stages 1 and 2:

A variety of sanctions common across the school are employed. (see Appendices 3 & 4)

- Verbal or non-verbal disapproval by the staff member
- Withdrawal of privileges, e.g. preferred activity
- Informal contact with parents, made by the Class Teacher at discretion of CT
- Yellow cards to be given as a **3rd and final warning** if a child is **repeating the same behaviour** despite being asked not to. **A yellow card results in the child losing golden time minutes. Yellow cards are recorded in the playtime incident book or staff member's evaluation book.** It is vital that a child knows why they are being given a card and that when a warning is given the child understands the situation eg explain 'This is the second/third time I have asked you. Your behaviour is not acceptable'. During the playtime / lunchtime after receiving a yellow card, the child will spend the time holding the duty adult's hand until the end of playtime. Children are not to sit outside the Headteacher's office unless agreed with the Headteacher.
- Yellow cards are not routinely reported to parents unless behavior is out of character for the child, is repeated or as a result of persistent low level disruption

- Repetition of the inappropriate behaviour results in a child being given a red card and being sent to the Headteacher or Deputy Head (a record is kept of all Red cards issued). On issue of a red card the class teacher will speak to parents
- Formal contact with parents, made by the Head/Deputy following 3 red cards in one week (phone call or note home)
- Red card to be issued *immediately* in response to serious verbal abuse (eg racist abuse, foul language), physical violence towards another child or adult or deliberate damage to property or school environment. Parent to be contacted by the Head Teacher or Deputy Head Teacher.
- In extreme situations it may be necessary to refer to LA guidance and implement a different strategy i.e. behaviour chart or exclusion from school (fixed term or permanent).

Differentiated Behaviour Policy

At Archbishop Runcie Church of England VA First School we operate a differentiated approach to behaviour. We expect all children to 'be the best they can be' but we acknowledge that sometimes expectations and sanctions may depend upon individual special educational needs especially the emotional, social and behavioural difficulties a child might have. An individualised approach to managing a child's behaviour may result from such needs and is adopted after consultation with advisers, parents or other professionals. For instance, Red and Yellow cards may not apply to some children with Specific Needs (This is agreed in staff meetings please see SENCo for further information). All staff are briefed on which children need a differentiated approach towards behaviour.

Under the Special Educational Needs Code of Practice (2014) it is no longer appropriate to add a child to the SEN list because of persistent inappropriate behaviour. Instead, consideration should be given to assess whether the behaviour is masking another need. The SENCo will support this assessment and action plan to determine the appropriateness of offering SEN Support to those pupils that may exhibit behaviours that could be categorised under 'Social, Emotional and Mental Health difficulties'. The SENCo and staff will refer to the document 'Mental health and behaviour in schools, Departmental advice for school staff, June 2014' to support this decision in partnership with classroom staff, parents and other professionals as appropriate. The process may include using the Strengths and Difficulties Questionnaire (SDQ) tool. This analysis of behaviour should also be considered for children who have experienced a number of fixed term exclusions.

There is also a need for staff to ensure that a child's historical information and experiences are taken into account when applying the behaviour policy. This is particularly pertinent for children who have had a difficult start to life e.g. are or have previously been looked after and may have undiagnosed attachment issues. These issues may be further impacted for those children with a special educational need and have been further disadvantaged.

The range of disorders and difficulties categorised under mental health disorders and difficulties children can experience that may impact on their behaviour in school are as follows:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and antisocial behaviour;
- hyperkinetic disorders e.g. disturbance of activity and attention;
- developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and
- other mental health problems include eating disorders, habit disorders, posttraumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Temporary environmental situations should also be considered when applying the policy for children as they may well have a heightened level of anxiety. As a result they may well find it difficult to respond appropriately and positively without a higher level of differentiated support.

Consultation Groups

If the above behaviour management strategies are not successful the Class Teacher will work with the SENCo (and possibly other members of staff) in a Consultation Group process. A detached member of staff will observe the child on three occasions to try to identify triggers or situations which prompt the undesired behaviours. The group will then agree a programme of action to promote positive behaviour and to support the child and member(s) of staff.

Staff Support Network

Arrangements should be made for any member of staff who is experiencing challenging behaviour from a child, to receive support from a designated colleague in the form of a regular, timetabled meeting.

Conclusion

At Archbishop Runcie CE Voluntary Aided First School we aim to ensure a well-ordered environment where self-discipline is promoted, mutual respect encouraged and pupils valued and celebrated as individuals and as responsible members of the school community.

This policy will be reviewed every two years or earlier if deemed necessary.

Date	Reviewed / updated	Staff involved
December 2002	Reviewed	All staff
November 2003	Updated DRAFT	All staff / youth worker
September 2004	Reviewed	All Staff
May 2006	Updated	All staff inc. lunchtime supervisors.
Autumn 2006	Reviewed	Teaching Staff
Spring 2009	Reviewed & updated in line with Lunchtimes & Playtimes Policy	All Staff (including lunchtime staff)
June 2009	Agreed	Curriculum Cttee
Sept 2009	Re-circulated & agreed	Staff
Sept 2010	Re-circulated & agreed	Staff
Nov 2010	Added sanction for yellow card Revised policy for consultation	KM & all staff JR
Jan 2011	Governors Consultation with parents	GB
June 2011	Updated to add Green Cards	KM with School Council
November 2012	Updated in accordance to the Revised EYFS 2012	AM & JR
September 2013	Review by consultation	All staff
October 2013	Re-circulated & agreed	All staff
October 2014	Reviewed by all staff	All staff
November 2014		Curriculum & Performance cttee
November 2015	Reviewed by all staff	All staff
January 2016	Updated with comments	BA

APPENDICES

1 School Code of Behaviour

2 Positive Behaviour

3 Unacceptable Behaviour Hierarchy

4 Procedures and Sanctions

5 Guidance on Managing Behaviour at Playtime and Lunchtime

Glossary

DfE – Government Department for Education

DH – Deputy Head

HT – Headteacher

LA – Local Authority (Newcastle)

SENCo – Special Educational Needs Co-ordinator



Archbishop Runcie Church of England First School

Our school is a welcoming, happy place where ...

- ✓ we care for each other and our surroundings;
- ✓ we try to be considerate to everyone;
- ✓ we accept responsibility for ourselves and for each other;
- ✓ we try to be polite at all times.



Appendix 2 - Positive Behaviour

We recognise and celebrate positive behaviour by rewarding:

Accuracy

Achievement

Care for others

Commitment to high standards

Completion of work

Consistency

Determination

Effort

Fairness

Good manners

Helpfulness

Honesty

Independence

Initiative

Kindness

Organisation

Perseverance

Positive encouragement

Positive motivation and attitude

Preparedness to compromise

Presentation of work

Promptness of response

Punctuality

Reliability

Respect

Responsibility

Self-discipline

Support of others

Thoughtfulness

Examples of rewards:

Minor

- ✓ Verbal praise within classroom on a one to one basis
- ✓ Pointing out good behavior (May include feedback to parents)
- ✓ Smile / nod / thumbs up / saying “well done” etc
- ✓ Comments written in workbooks

Medium

- ✓ Stickers
- ✓ Showing good work to the class, or other staff
- ✓ Being given a responsible job
- ✓ Feedback to parents

Major

- ✓ Showing work to Headteacher
- ✓ Green Card – for significant achievement

Appendix 3

Unacceptable Behaviour Hierarchy

1. Minor Incidents - Handled by class teacher/member of staff on duty
2. Medium Incidents - May be handled by teacher if one off incident. Otherwise other Key Stage staff member should become involved. Recorded in key stage book at playtimes.
3. Significant Incidents - Should always be referred to either Deputy or Headteacher to be dealt with in collaboration with the class teacher. Recorded.
4. Very Serious Incidents - Dealt with by Headteacher (or Deputy Head in HT's absence), teacher, parents and Local Authority (if necessary). Recorded.

Examples:

1. Minor Incidents – 2 warnings then yellow card

- Lack of co-operation initially
- Not accepting reasonable reminders
- Poor standard of work due to lack of effort
- One-off name calling
- Low level disruptive behaviour

2. Medium Incidents – immediate yellow card

- Refusal to co-operate
- Continued low level disruption (over 2 weeks)
- Being deliberately rude/showing lack of respect to staff or other adults
- Considerably disruptive behaviour
- Involvement in negative/aggressive argument with another child
- Teasing other children
- Hiding other children's belongings
- First offence of swearing or rude gestures to staff
- First offence of minor untruths
- Openly defiant (one-off)

3. Significant Incidents – red card

- Persistently & openly defiant
- Damage to property
- Deliberate lies
- Repeated swearing and rude gestures
- Stealing
- Significant physical or verbal abuse of others and property including racially motivated
- Bullying/excessive teasing (see Anti-Bullying Policy)
- First offence racial abuse
- Any offence of deliberate violence

4. Very Serious Incidents - exclusion

- Serious physical or verbal/gestured abuse of children or staff including racially motivated
- Deliberately dangerous actions
- Physically losing control
- Misuse of ICT in school, e.g., sending threatening emails (see Internet Policy)

Appendix 4 - PROCEDURES AND SANCTIONS

- Staff must determine acceptable and unacceptable behaviour. They should use their own judgment to decide seriousness and frequency of 'offences'. However there must be consistency across the school.
- Staff should model and give examples of appropriate responses to volatile situations, after giving children sufficient time to reflect on their behaviour.
- A 'Playground Book' will be used daily by those on duty to log incidents of inappropriate behaviour or bullying including racial incidents and how they have been responded to. The 'Playground Book' will be taken out into the playground by the duty staff, and passed to the next duty teacher at the end of playtime with relevant comment and signature.
- Staff should seek to defuse potentially volatile situations by applying the appropriate sanctions for the level of seriousness of the incident.
- Care should be taken that, at each stage, children are aware of what will happen next if the negative behaviour continues.
- Staff must always make it clear that it is the behaviour which is disapproved of, not the individual, so as not to damage a child's self esteem.
- Staff must ensure the logging all incidents of inappropriate behaviour including bullying and racial incidents occurring on the playground in the 'Playground Book', including what action was taken.

1. Minor Sanctions – the staff member should choose appropriately from:

- Early response – eye contact, touch, say name
- Surprised facial expression
- Change voice – lower tone, change volume (quieter)
- Move child closer to teacher
- Early verbal intervention e.g. "Are you OK?" or "Do you need me to sort this out?"
- Giving a *quiet* word of warning – not publicly
- Giving a choice or consequence
- Repeat work which was unsatisfactory due to poor behaviour
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Asking child, "What could make this situation fair or better?"
- Asking child, "How could you put this right?"

2. Medium Sanctions – the staff member should choose appropriately from:

- Use other children to say what is wrong/how to make matters better
- Take to one side and discuss one to one
- Yellow card
- Loss of privilege/playtime
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Sit child alone/away from main group of children
- Time Out - 1 minute of time-out for each year of their age (where appropriate) to cool off before being allowed to rejoin and try again

3. Significant Sanctions – the staff member should choose appropriately from:

- Child should be sent (escorted) to Deputy Head or Headteacher for time-out
- Send child with work to another class for a specified length of time
- Write letter of apology or similar at age appropriate level
- Meeting with parents and the DH or HT to discuss the problem
- Daily behaviour chart with clear behaviour targets (reviewed half-termly with parents – copy to DH/HT)
- Withdrawal from out-of-school visit or other event
- If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work or the work of others, the child must be brought to the attention of the SENCo who may discuss the problem with the Local Authority to help the child modify their behaviour and prevent future difficulties.

4. Very Serious Sanctions – the staff member should choose appropriately from:

- Call for DH or HT to remove child from class or playground
- Physically accompany child to desired outcome when child is refusing to co-operate, or to prevent further damage to property
- Remove child from situation, this might be achieved through removing the rest of the class rather than the individual child
- As a last resort, physical restraint of child (with parental consent and by those who have had appropriate training – see Physical Restraint Policy)

- Withdrawal from school -trip or other event
- Full investigation by HT
- Exclusion from school for rest of day
- Fixed term exclusion from school following the DfE guidelines
- Permanent exclusion from school.

Appendix 5

Guidance on Managing Behaviour at Playtime and Lunchtime

- ***Children must never be unsupervised in the playground at playtime/lunchtime***
- ***Children must not leave the playground (eg to go to the toilet) without permission from an adult***
- Wet Play – the member of staff on duty decides on and informs staff as to whether to send the children out. Classes supervised in the classrooms by duty staff.
- Wet lunchtime – Children should know what they are allowed to use / play with. Teacher will display this information and provide a 'Wet Playtime Box' of activities and resources or use i-player.
- First Aid – duty staff send injured child to staffroom for treatment. If urgent help is required outside, send in a child with 'First Aid' card. Staff should not leave yard to bring children in.
- Avoid chasing after a child. Expect the child to come to you or follow when asked politely. Turn, walk towards building, return and repeat if necessary.
- Physical restraint should not be used unless the child is a danger to another person or themselves (major incident) – in this case send for the DH or HT.
- Avoid shouting at or arguing with a child – confrontation usually complicates the situation!

Expectations and Attitudes

The playground should feel safe for everyone. Adults supervising must patrol the whole playground, and be aware of cloakrooms and areas out of normal sight (eg corners beyond extensions, bushes). We expect children and adults to treat each other and our school environment with respect.

Children should avoid:

- Kicking games
- Play fighting
- Grabbing games
- Threatening behaviour
- Calling names
- Going around in 'gangs'
- Highly competitive games of sport
- Copying pretend weapons
- Footballs on the yard (on the grass when weather permits)
- Boisterous or noisy behaviour when moving around school eg from hall to playground/classroom etc

Children must:

- Play safely
- Respect each other and the environment
- Look out for children who are alone (need a buddy)
- Ask to leave the playground to go to the toilet
- Stand still on first whistle and line up on second