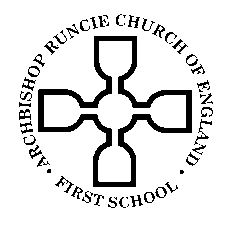
**ARCHBISHOP RUNCIE CE FIRST SCHOOL**

**POSITIVE BEHAVIOUR POLICY**

*And be kind one to another, tender hearted, forgiving one another.*

*- Ephesians 4:32*

**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 and that 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*.

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).

Communities are most effective when their members have high esteem and respect for each other. Our ‘Behaviour Policy’ aims to support our school’s Christian ethos through the teaching and promotion of our Christian values. We have an expectation of good behaviour at all times.

**Love, Friendship, Kindness and Integrity**

We care for each other like we are all part of one big family. We treat each other fairly and

make sure that no-one feels left out. We are helpful and kind towards others.

**Endurance and Determination**

We have the patience and determination to keep going. We never give up, even when times are hard.

**Thankfulness and Hope**

We are thankful for our gifts and talents. Together we have the ability to reach for the stars, follow our dreams and achieve our goals and ambitions.

**Openness, Honesty and Forgiveness**

We are ready to acknowledge and learn from our mistakes, listen and forgive. Each new day brings a fresh start.

**Peace, Compassion and Reconciliation**

We respect each other’s thoughts and opinions. We work together and co-operate as a team by

sharing and trusting each other

**Aims**

• To be loving towards others developing empathy and social skills to enable children to understand why people behave the way they do, discussing with their peers difficult and challenging issues.

• To be respectful towards all members of the school and the wider community, encouraging good manners and acceptable codes of behaviour.

• To be honest in expressing our feelings and taking action to avoid or resolve conflict, encouraging tolerance and forgiveness.

• To be courageous in our development of self-discipline, resilience and independence.

• To be fair and consistent in our approach to positive behaviour and keep all children motivated through systems that reward positive behaviour.

**Guidelines**

We aim to promote the Christian ethos and expectations within our school. We follow a restorative approach and use restorative enquiry when responding to challenging behaviour.

**Adults:**

• Adults should demonstrate mutual respect and model positive behaviour as an example to the children e.g. not shouting at children but talk calmly to children

• Present children with a clear and consistent set of guidelines for behaviour with reasons for why that behaviour is required

• Positive behaviour and good manners should be praised and held in high esteem.

**Children:**

• Children should be encouraged to reflect upon their actions.

• Children’s behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.

**Promoting positive behaviour**

We encourage and teach children to:

• Understand and follow our school values and rules at all times

• Be resilient in all they do

• Move appropriately around school

• Be polite to adults and other children

• Develop strategies to deal with upsetting or aggressive behaviour

• Take responsibility for their behaviour, realising that they always have a choice

• Contribute to their own learning and be proud of their progress

• Celebrate differences and diversity

• Ask questions and challenge themselves to risk-take

• Report incidents of bullying behaviour involving themselves or others

**Preventing Inappropriate Behaviour**

We ensure:

• Classroom and resources are organised

• Routines and systems are in place which encourage positive behaviour

• Circle time is used to build confidence and self esteem

• Work is at the appropriate level

• Children’s individual needs are identified and met

• Effective relationships are established

• Children feel valued and listened to

• A restorative approach is used to resolve conflicts

• Children understand the systems for rewards and consequences

**Reward System**

In order for a child to develop self-worth, for every one criticism there needs to be at least six

statements of praise (Sue Jenner The Parent –Child Game )

**Rewards and Strategies we use to promote Positive Behaviour**

• Approving look, smile, nod, sign (e.g. “thumbs up”)

• Verbal praise

• Private praise

• Public praise

• Stickers, stamps, comments

• Certificates

• Special chair, cushion

• “Sharing Good News” letter/ card home to parents

• Circle Time focus

• Celebration Assemblies

• Showing good work to other teachers and classes

• Sharing good work with the Headteacher

• Special jobs

• A special responsibility

• Star of the Week/ Day

• Prize Box

• Postcards home

• Raffle tickets

**Golden Time**

Golden Time is a school celebration to reward positive behaviour. Golden Time activities are

special activities that the children have chosen to do. With a consequence for their actions,

children learn about the difference between positive behaviour and negative behaviour. If

a child has shown poor behaviour they will lose golden time, however children are given

opportunities throughout the week to earn back their lost minutes.

**Preventing Inappropriate Behaviour**

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

* Effective classroom organisation and management.
* Managing transitions effectively
* Appropriate curriculum match
* Establishment of effective relationships
* Developing a restorative approach
* Children taking ownership of routines
* Acknowledging and rewarding positive behaviour
* Development of self-esteem
* Emotional intelligence and the teaching of feelings language

**Dealing with unacceptable behaviours**

* All staff to use a restorative approach when dealing with unacceptable behaviour
* Staff use the following questions to help children consider, and reflect upon, their behaviour.
* Tell me what happened
* What were you thinking at the time?
* What are you thinking now?
* Who has been hurt/upset by your behaviour?
* What could you do to put things right?
* What would you do differently next time?
* Behaviour footsteps are to be followed at all times.
* All behaviour incidents (step 3 or beyond) will be logged on CPOMS
* It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour
* Fairness and consistency must be seen to apply in praising/ rewarding good behaviours and discouraging unacceptable behaviours.
* Parents will always be kept informed of any concerns regarding their child’s behaviour and must be invited into school to discuss their child’s behaviour when there are concerns.
* Behaviour plans are to be agreed and shared with all appropriate staff, the child and parents if behaviour of an individual is causing concern
* In some cases behaviour contracts may be used to deal with issues between individuals or groups of children. These must be shared with relevant staff and parents.
* No child is to be sent to stand or work outside the classroom unsupervised. Some children may benefit from a brief time out, supervised by an adult, to calm down and reflect.
* No staff should raise their voices towards children- remember to respond calmly at all times and model behaviour that you expect from the children.
* Extreme cases may result in a child being excluded from school. In these circumstances the LA Exclusion Guidelines will be followed.
* Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support /strategies / intervention measures taken then this will result in the child’s exclusion from the school.
* Racial and homophobic incidents, including name calling, are to be reported to the SLT. Where appropriate these will be reported to the LA.

**Step 1**: verbal reminder e.g. “Please could you concentrate on what I have asked you to do”

**Step 2**: action within the classroom e.g. move seats, “I am taking action to help you improve your behaviour”

**Step 3:** Reflection time in another classroom where the child spends time out with the key stage leader and 10 minutes golden time is lost. “Leave the room and reflect in another classroom” (This must be recorded on CPOMS so Head teacher becomes aware). Parents will be informed at this point, if repeatedly getting to step 3.

**Step 4:** If the negative behaviour continues then additional time out will be spent with the

key stage leader and additional privileges will be lost. “Today hasn’t been a good day for you, let’s go and learn somewhere else”. Children will spend Golden Time with the Key Stage Leader. Parents are always informed at this point.

**Step 5**: If the child continues with negative behaviour during time out in another class

then a member of SLT will be called to decide appropriate further action. “We think the Senior Team need to know about your behaviour today”.

**Use of Reasonable Force**

The use of physical restraint will only be used in extreme circumstances as needed to keep everyone, including the child, safe. This is in accordance with LA Guidance. (See Positive Handling Policy)

**Confiscation of inappropriate items**

Staff have the power to search for “prohibited items”, staff may then confiscate, retain or dispose of inappropriate items in school.

**Behaviour beyond school**

Staff may discipline pupils in response to behaviour beyond the school gates which is witnessed by a member of staff or reported to the school.

**Working with other agencies**

Parents of pupils who display continuous disruptive behaviour will be invited into school. A Team Around the Child meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school’s CPOMS system.

**Dealing with allegations against staff**

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the head teacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Head teacher will decide upon the sanction for the pupil who made the false allegation. The Head teacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Parents and carers will be kept informed and invited to attend a meeting in school if there

are concerns regarding their child’s behaviour in school.

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| **Date** | **Action** | **By who?** | **Date due for review** |
| September 2018 | New Policy | KM |  |
| September 2018 | Agreed and implemented by all staff | KM | September 2019 |
| November 2018 | Updated in light of restorative practice training | KM |  |
| **November 2018** | **Agreed with Governors TLA Cttee** | **KM** | **September 2019** |
| Jan 2019 | Updated to comply with section 89 of the Education & Inspection Act 2006 and Behaviour and Discipline in schools January 2016 | KM | September 2019 |