



POSITIVE BEHAVIOUR POLICY

“Love to learn, learn to love”

1 Corinthians 16:14

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

- Ephesians 4:32

Intent

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.

Implementation

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 talking 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

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 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 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 significant 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 suspended or 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 may 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". Any prohibited items, be they illegal, dangerous or otherwise prohibited by the school found in pupils' possession will be confiscated. Prohibited items are communicated to parents and carers through the usual communication channels, such as newsletters, ParentMail etc. These items will not be returned to pupils. Staff may confiscate, retain or dispose of inappropriate items in school.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will, if appropriate, be returned to pupils after discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the Department for Education's guidance.

If staff suspect a child of having a prohibited item or an item that is harmful or detrimental to school discipline, they may search either the child or the child's possessions (e.g. bookbag). Search power is delegated to all staff members of the school. A search of a child would be conducted privately and by at least two members of staff. A search of a child's property will also be conducted by at least two members of staff, although the pupil does not need to be present. Such a search will always be recorded on internal safeguarding mechanisms (CPOMS) and a parent/carer will be informed on the day of such a search.

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.

Impact

The impact of this policy will be that children learn effectively in school within a safe and secure environment, provided with love, clear boundaries and expectations, and prepared for life both in school and beyond it. We acknowledge that 'getting the culture right is pivotal' (Paul Dix) and that it is not just the strategies used but the wider ethos of the school that provides a safe and loving environment for children to thrive which will be evident both in theory (the policy) and in practice (within school on a day-to-day basis).

Behaviour Policy and Social Distancing Addendum

Whilst we are working in exceptional times, our first priority, as always, is to keep children safe. Therefore, in accordance with current government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in primary schools, but it is one of a range of measures that schools are taking to keep children safe.

More generally, Department for Education guidance is updated on a constant basis and, as such, day-to-day practice will reflect guidance as and when it is given as well as advice from other relevant regulatory organisations.

With regards to Early Years, 'Planning Guide for Early Years and Childcare Settings' (24/5/20) states:

- *While it is not expected that children and staff within a group will keep 2 metres apart, it is important for settings to consider how they can reduce contact between groups of children and staff as far as possible, for example by ensuring children and staff mix in a small consistent group and that small group stays away from other groups.*
- Settings should ensure:*
- *physical distancing between groups of children and staff as far as possible*
 - *that individual groups use the same area of a setting throughout the day as much as possible*
 - *that the sharing of toys and resources is reduced*
 - *that any toys or resources that are shared can be easily cleaned between different groups' use.*

This means:

- *sitting children at desks which have some space between them, where possible*
- *creating individual packs of resources, e.g. pencils*
- *ensuring everyone eats further apart than normal where possible*
- *keeping apart from others when in the playground or doing any physical exercise*
- *visiting the toilet one at a time*
- *staggering break times and zoning playground*
- *staggering start and end times*
- *putting guidelines on entry into school*
- *distancing 'bubble' children and staff from other bubbles*
- *encouraging good hygiene and extra hand washing*

In line with this approach, we expect children as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger children, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for.

Similarly, there may be exceptional situations with children where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves or others). In these situations, the headteacher will be called and staff will again take all possible precautions, whilst ensuring that these children remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that children can learn and thrive in a positive, orderly and safe environment.

This policy should be applied proportionately for younger children to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older children, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Children will be reminded of the expectation regularly and expected to amend their behaviour.

However, if there are instances where children deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy. If the behaviour is unmanageable then we will no longer be able to offer that child a place in school whilst social distancing measures need to be in place.

The following are now added to the consequences used in school:

Action	Consequence
Deliberately breaching social distancing.	Verbal warning and reminder of the importance of social distancing.
Repeatedly deliberately breaching social distancing (despite instruction otherwise).	Child to be taken to headteacher by an adult. Contact with parent/carer to make them aware. Individual risk assessment to be carried out and parents/carers informed.
Breaching social distancing with intent to threaten or intimidate other children (e.g., pushing a child and saying 'you've got coronavirus').	Child moved to an area away from other children. If this is not possible, the rest of the group will be asked to go out on to the playground. Individual risk assessment to be carried out (or existing one reviewed) with the parent/carer. Depending on the outcome, it may be safer for the child to be educated at home. This will be at the headteacher's discretion.
Serious breach of social distancing (e.g. spitting or deliberately visiting other bubbles with intent to harm)	Child will be immediately removed and taken to headteacher. Parents/carers to be informed. Child may be educated from home with immediate effect.

Physical intervention and restraint (including SEND children)

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. **We will use physical intervention and positive handling only as a last resort.**

Focused work will be carried out where appropriate to help children who regularly need positive touch to understand how they will be supported differently from the ways they may have become used to. Staff working with these children will also be expected to consistently apply these strategies.

Nevertheless, there may still be instances where positive handling is required in the interests of safety and children. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this and other relevant policies such as the main behaviour policy.

Whilst decisions to use physical intervention may need to be made quickly, they should always take into account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because children are at risk of harm (to themselves or others).

PPE will be available in school and offered to all staff; where possible, staff will be advised to wear PPE if extensive positive handling is required. PPE is available within each 'bubble'. However, the school notes the often emergency, sudden need for physical intervention and

the possibility that there will not be time to wear PPE – the safeguarding of children must always come first and staff will act immediately if necessary.

Other recommendations and addendums to behaviour routines in school:

Issue	Guidance
Class Rules – these typically provide a ‘hook’ to help children remember important expectations.	Rather than just teaching the expectation for social distancing as a separate issue, it is now one of the ‘class rules’ so that it sits as part of the daily life of the school.
Playground Games – some games that children routinely play are no longer be appropriate due to social distancing (eg, Tag)	Make this a positive initiative. Pro-actively teach children new games that encourage social distancing. Some ideas: https://www.asphaltgreen.org/blog/rep-it- out-games-for-social-distancing
Reward systems – teachers to consider whether their usual reward systems (eg, sticker charts) could be problematic due to social distancing.	Make amendments as needed. Consider alternatives. E.g. marbles in a jar rather than a sticker chart requiring children to approach adults.
Sanctions / Time Out – Children cannot be sent to a partner classroom/another space.	The first Time Out should take place within the classroom. Teachers will need to ensure that an appropriate space is known to the children. If a child needs to be removed from class due to persistent disruptive behaviour then a radio to the headteacher should be used. The headteacher will then come to remove the child.

Date	Action	By whom?	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
Sept 2019	Reviewed & shared with all staff	KM	Sept 2020
Jan 2020	Added Confiscation of items para	KM/JB	Sept 2020
June 2020	COVID Addendum added	JB	Autumn 2020
October 2020	Agreed	TLA Cttee	Autumn 2021