



ARCHBISHOP RUNCIE CHURCH of ENGLAND (VA) FIRST SCHOOL

POLICY FOR PROMOTING POSITIVE BEHAVIOUR

“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 behaviour policy is rooted in the life and teachings of Jesus Christ and we actively promote the Christian values of forgiveness, reconciliation and justice. We are a school whose values are based upon mutual trust and respect, recognising the uniqueness of each individual, and the diversity of communities. This policy aims to ensure each person is treated fairly, promoting good relationships to enable everyone to work and learn together effectively. We aim to create a safe and secure environment for all members of the whole school community, where children can grow to become positive, responsible and increasingly independent members of the school and wider community.

Aims:

- To create a positive supportive and caring 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 everyone learns to accept responsibility for their own behaviour;
- To provide a common code of behaviour which is fair, consistent and positive.
- To provide a fair and consistent approach taking into consideration the age, needs and circumstances of individuals.

Guidelines

- All members of the school community are aware of and involved in the consistent implementation of this policy;
- All members of the school community are responsible for encouraging and maintaining positive behaviour;
- All adults should be a positive role model for the children. Adults will support children's development in the way that they respond to the children's behaviour.
- All adults should be sensitive to the individual needs and personal circumstances of the child
- Fairness should always be of paramount importance;
- Parents and children are encouraged to sign a home-school agreement, on entry to school, in support of the school's behaviour code and at the beginning of each school year parents will be given a copy of yearly review of school rules.

Promoting positive behaviour

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour, taking a positive approach through:

- Having clear school rules which are discussed by the class teacher and within the School Council at the start of each school year. These rules are displayed in each class and around the school, and will become embedded in school daily life. These rules are built upon the shared understanding that everyone entering our school has the right to feel safe, the right to be respected and the right to learn.
- Having clear expectations, and providing the opportunities for the children to respond to these expectations.
- Ensuring children are aware that they are responsible for their own actions, that they can make choices and are clear about the consequences of actions.(see steps to promote good behaviour)
- Supporting children's individual needs - work which has the correct level of challenge and expectations that are developmentally appropriate.
- Establishing positive relationships based upon mutual respect and trust.
- Promoting values such as co-operation, understanding, consideration, honesty, fairness, and politeness, friendly and caring behaviours.
- Developing an awareness of, and strategies for countering, discrimination in any form; celebrating differences and diversity.
- Encouraging children to have high self-esteem
- Supporting emotional intelligence as a part of PSHE – helping children to understand and express feelings and emotions in appropriate ways, learning that feelings are ok but feelings cannot cause others harm.
- Ensuring effective school organisation and management.

Reward systems to promote good behaviour

Good behaviour and achievements are recognised and celebrated by:

- Providing positive feedback - The children are given moment by moment positive feedback when they display for good work or behaviour and follow the school rules. The most effective reward is the use of praise, verbal encouragement and positive gestures for example smiling, acknowledging and thanking children etc.
- Providing the children with responsibilities and involving children as monitors to promote and reward good behaviour
- Golden Book - where one or two children from each class are nominated for a certificate from the head teacher given out in our weekly celebration gathering. Golden Book nominations are given to children either for good work or behaviour or to acknowledge outstanding effort or achievements. The school also acknowledges all the efforts and achievements of children, out of school in the Friday celebration gathering.
- Golden time – as a recognition of following the school rules and demonstrating good behaviour, each class will enjoy a special Friday afternoon time with the staff. Golden time may be indoors or outdoors and be a planned time where children can make choices and based around PSHE.

Steps to support good behaviour

The school employs steps to support positive behaviour and enforce the school rules to ensure a safe and positive learning environment.

Staff deal with incidents by listening to all children involved and talking through problems using positive language and reinforcing the school code of behaviour and expectations.

Solving Problems and Resolving Conflicts

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children's feelings;

3. Gather information;
4. Restate the problem;
5. Ask for ideas for solutions and choose one together;
6. Be prepared to give follow-up support.

Staff encourage (but do not force) apologies and forgiveness in order to resolve conflicts. (However, children should understand that 'sorry' indicates that they recognise they were at fault and will change their behaviour – some children are not able to sustain this). "Sorry is not just a word, but a feeling."

Early Years

Individual children may require different strategies or support plans.

Children are taught to self-regulate by talking through behaviours and reinforcing positive behaviours. Circle time is used to support this.

Reception children will follow the steps for Key Stage 1 and 2 when the staff feel it is developmentally appropriate or towards the end of the summer term as part of the transition process into Year 1.

Keystage 1 and 2

Step 1 - If a child breaks a school rule they should be spoken to quietly and the rule they are breaking should be discussed with them and what they can do to rectify the situation. The children should be given the opportunity to discuss the reason why they need to change their behaviour and a chance to change their behaviour.

Step 2 - Should the child not modify their behaviour a first warning should be given which should clearly refer to the behaviour. For example "we have already discussed...and you agreed to (do the right thing)...that is your first warning." Again the warning should clearly refer to; the behaviour; how the child can modify their behaviour; they should be informed of the consequences of their actions – missing part of their playtime to think about their actions. When their thinking time is complete they should decide how they can rectify the situation and whether they need to apologise. They need to be clear if happens again they will miss another part of their playtime and a golden time. (Step 3)

Step 3 - Should this happen twice in one week they will lose a golden time. If this happens they need to be clear that if it happens again will need to see the Head teacher or Deputy as well as losing part of their playtime and golden playtime. (Step 4)

Step 4 - Should a child miss part of their playtimes more than twice in one week the child will need to see the Head teacher. A behaviour meeting with the Head teacher should be called to establish if the child needs further support and whether a behaviour log or Individual Behaviour Plan is required. At this point the Head or Deputy will decide if parents/carers need to be at that initial behaviour meeting. This will be judged on a case by case basis.

Step 5 - Individual Behaviour Plans

There may be occasions where particular children need extra support to help them behave appropriately. In these cases where the usual steps are not a supportive enough structure for the children they will be given an Individual Behaviour Plan. The IBP will be specific to individual children and written in agreement with the relevant classroom team, the child, the parents/carers and the Head Teacher or Deputy.

Each class will have a Pastoral book in which to write when children miss part of their playtimes and any relevant information.

We have a pastoral agenda item at most staff meetings where discipline/behaviour and agreed ways of dealing with children presenting behavioural difficulties during play time/lunch time can be discussed if necessary .

Key to this is consistency across the school and across the class. It is important we all follow this protocol so that the children know our expectations and are aware of boundaries. All adults in school should follow this process.

See Appendix 5 for steps to promote good behaviour during play and lunch times.

If at any point in the process if a child's behaviour is too extreme for the system to be implemented (e.g- violence, harassment, physical or verbal abuse, insolence or bullying,) and their behaviour threatens the safety of another, then the Head or deputy, should be sent for to allow the child to be removed from the situation. At this point the Head or deputy will decide on an appropriate sanction and behaviour meeting put in place.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEs Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (See physical Restraint policy for more details) Some members of staff have been trained in team teach.

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. 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 who 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, post-traumatic 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.

The role of the class teacher

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

It is the responsibility of the class teacher:

- To create a happy, safe and secure learning environment
- To provide a challenging and stimulating curriculum
- To recognise that each child is an individual, treat each child fairly and with respect.
- To enable each child to do their best
- To ensure the school rules are embedded in their class and that their class behaves in a responsible manner during lesson time.
- To record persistent misbehaviour in a class behaviour/incident log and implement individual behaviour plan if required.
- To liaise with SENDCo and external agencies, as necessary, to support and guide the progress of each child.
- To report parents about the progress of each child in their class, in line with the whole-school policy.
- To contact a parent if there are concerns about the behaviour or welfare of a child, in line with this policy.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to:

- implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- to ensure the health, safety and welfare of all children in the school.
- To support the staff in the implementation of the policy.
- To give fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school recognises the importance of working in partnership with parents, so children receive consistent messages about how to behave at home and at school. We expect the parents to support the school by:

- Ensuring their child arrives on time for school and ready to work
- Encouraging their child to sort out difficulties whether at home or in school
- Encouraging respect for other people and their property
- Encouraging their child to follow the school rules.
- Helping their child to realise the importance of education and to praise them for their efforts and achievement
- Encouraging their child to talk about school and listen to what they have to say each day
- Conduct themselves in an appropriate manner in all of their dealings with school users and members of staff.

We will discuss with parents if we have concerns about their child's welfare or behaviour to support the child's learning and development together. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher and SLT monitor the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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 | <i>Updated DRAFT</i> | 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 |
| January 2018 | Updated | DH all staff |

APPENDICES

1 School rules

2 Positive Behaviour

3 Unacceptable Behaviour Hierarchy

4 Promoting self esteem

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

Appendix 2 - Positive Behaviour

We recognise and celebrate positive behaviour by rewarding:

| | |
|-------------------------------------|---|
| <i>Accuracy</i> | <i>Perseverance</i> |
| <i>Achievement</i> | <i>Positive encouragement</i> |
| <i>Care for others</i> | <i>Positive motivation and attitude</i> |
| <i>Commitment to high standards</i> | <i>Preparedness to compromise</i> |
| <i>Completion of work</i> | <i>Presentation of work</i> |
| <i>Consistency</i> | <i>Promptness of response</i> |
| <i>Determination</i> | <i>Punctuality</i> |
| <i>Effort</i> | <i>Reliability</i> |
| <i>Fairness</i> | <i>Respect</i> |
| <i>Good manners</i> | <i>Responsibility</i> |
| <i>Helpfulness</i> | <i>Self-discipline</i> |
| <i>Honesty</i> | <i>Support of others</i> |
| <i>Independence</i> | <i>Thoughtfulness</i> |
| <i>Initiative</i> | |
| <i>Kindness</i> | |
| <i>Organisation</i> | |

Examples of rewards:

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

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.
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

- 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

- 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
- First offence of swearing or rude gestures to staff
- First offence of minor untruths
- Openly defiant (one-off)

3. Significant Incidents

- Persistently & openly defiant
- Hiding other children's belongings

- 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
- First offence racial abuse
- Any offence of deliberate violence

4. Very Serious Incidents – potential 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)

PROMOTING SELF-ESTEEM

All children need to feel secure and valued for who they are and to feel good about themselves. All children are recognised as unique, individuals with differing needs at different times. They need to build a sense of trust with adults in school and look to them for support. Any expectations should consider the developmental stage of the child to enable them to succeed at their own level.

The effective environment should encourage:-

- A sense of warmth, care and belonging,
- A feeling of security,
- Respect for individuals
- Recognition of clear limits and boundaries,
- Consistent, reasonable expectations and standards (shared philosophy , values and vision)
- Decision making and problem solving.
- The use of conflict resolution strategies.
- Partnership with parents where children's strengths are recognised.
- 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.

Steps to Support Positive Behaviour at Playtimes and Lunchtimes

Our aim is that all members of the school community feel safe, and secure at all times in school and therefore the school rules will continue to apply.

Playtimes

- Staff on duty should walk about the playground and be vigilant, supporting children's games when appropriate.
- Teachers on duty should be in the playground at the beginning of playtime.
- Teachers on duty should remain outside until the last class has been collected.
- Teachers not on duty should remain with their class in the playground until the teacher(s) on duty arrive.
- Children should be encouraged to go to the toilet on the way out of school. They should always ask an adult if they need to go into school during playtime.
- At the end of playtime the teachers on yard duty should send a child to the staff room to inform the teachers that the bell is about to do rang. The bell will be rang once to signal the children to stop and the second time to walk to their class lines.
- Teachers not on duty must leave the staff room in time to meet their class line on the yard and bring them into school in an orderly way.
- The teacher(s) on duty should report any serious incidents of misbehaviour by a child to that child's class teacher.
- First Aid – can be dealt with either in the yard or in the cloakroom. If urgent help is required outside, send in a child to the office or staffroom.
- 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

Lunchtimes

The expectation is that the children enter the hall and eat their lunch in a calm and orderly manner whilst being able to socialise with their friends sitting at the same table.

A warning system is in place to notify the children if the noise level increases to a volume which may cause distress to younger/hypersensitive children.

Warning 1 – indicates noise levels have risen above a threshold whereby children and adults can speak to each other at a reasonable volume across a lunch table.

Warning 2 – indicates the noise levels have remained/returned to above a threshold whereby children and adults can speak to each other at a reasonable volume across a lunch table.

Warning 3 – indicates that the noise level has ceased to change and poses an immediate issue to younger/vulnerable children and a period of silence is required to calm/control the noise levels.

This period of silence is 3-5 minutes depending on the children adhering to the silence.

Should a child not adhere to this short period of silence they will receive a warning from a lunchtime supervisor/member of staff.

Should they fail to observe to this warning, a further sanction is applied and they will be required to remain inside for 5 minutes of their lunchtime playtime.

After the period of silence has been applied, the arrangement reverts back to the warning system as outlined above.

Any child(ren) finding it consistently difficult to adhere to the above will be referred to the Head Teacher.

Lunchtime staff will report to the Head teacher at the end of each lunchtime session

Wet lunchtime – Children should know what they are allowed to use / play with. Teacher will provide activities and resources or use i-player