

# ALBURGH WITH DENTON PRIMARY SCHOOL

## BEHAVIOUR POLICY



Adopted by the Governing Body: December 2020

Due for review: Autumn Term 2023

Our positive behaviour policy is rooted in our school aims and values.

### **School Aims**

At Alburgh with Denton CE Primary School we aim for all children to:

- To adopt a healthy and active lifestyle
- To develop a sense of mutual tolerance and respect for the environment and other people
- To enjoy learning and to develop open and enquiring minds
- To provide a broad, dynamic, inspirational and fun curriculum, motivating all children to achieve high standards in their learning and well being
- To develop responsibility, interdependence, independence, self esteem and personal, moral and spiritual values within a Christian ethos
- To be a friendly, open and caring school where all children are able to participate in all aspects of learning and feel confident to learn from their mistakes
- To nurture aspirational learners, committed to lifelong learning and becoming active members of their community.

**Biblical foundation** Matthew 13 V31-32 The parable of the sower.

### **School Values**

**Our vision** is that our school will give each person a chance to grow like the mustard seed. Our knowledge and skills will be rooted in our Christian values as we grow and flourish from tiny seeds to big strong trees. Like the tree, we will provide support and help to others.

### **Our Three Core Christian Values:**

**Hope** All who enter and learn will aspire to grow to be the best they can be. We will learn of the Christian hope rooted in Jesus.

**Forgiveness** is central to relationships throughout the school. We will explore the Christian understanding of forgiveness as fundamental to entering the Kingdom of Heaven.

**Justice** Our school will be a strong and secure environment where all are treated fairly with dignity. We will develop attitudes to social justice and freedom from persecution which reflect the Christian understanding of the Kingdom of Heaven as a safe place where all are equal as children of God.

### **Our Approach**

Our approach to behaviour and discipline is positive, believing everyone has:

- The right to respect from others;
- The right to learn and teach;
- The right to feel safe.

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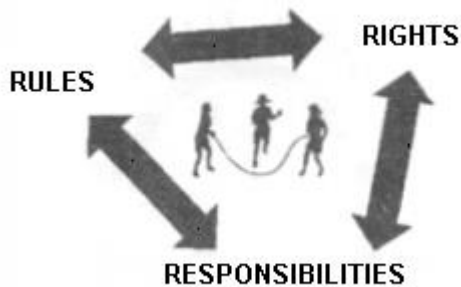
We believe these rights are most likely to be achieved when there are clear rules and people understand their responsibilities. These promote high standards in behaviour and learning.

### **How do we do this?**

- We teach the children how to solve their own problems through discussion, so we learn how to think things through and talk together until a resolution is reached;
- Through our support, we help them to develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of those actions;
- We speak assertively to disruptive pupils, using language that is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

Children are encouraged to offer their points of view and express their feelings within this framework.

### **Rights, Rules and Responsibilities**



Everyone in our school community has rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.

### **Rights of children**

I have a right to:

- Feel safe and happy;
- Learn;
- Be treated with respect;
- Know my property is safe;
- A clean and tidy school.

### **Responsibilities of children**

I have a responsibility to:

- Make others feel safe and happy;
- Help others learn;
- Respect other people;
- Respect and care for other people's property;

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- Help keep the school clean and tidy.

### **Rights of staff**

I have a right to:

- Work in a safe and supportive community;
- Have the support of pupils and parents;
- Feel valued personally and professionally;
- Teach without disruption;
- Be shown courtesy and consideration by all in the school community;
- Have personal and school property respected;
- A clean, tidy and orderly school environment.

### **Responsibilities of staff**

I have a responsibility to:

- Support others and provide a safe classroom environment;
- Work in partnership with parents and keep them informed about the curriculum and their children's progress;
- Value and respect others in the school community;
- Provide high quality teaching and an appropriate curriculum;
- Treat others with care, courtesy and consideration.
- Allocate appropriate time to plan, evaluate and monitor high quality teaching and learning;
- Promote a clean, tidy and orderly environment and share responsibility for common areas; hall, corridors, cupboards etc.

### **Rights of parents and carers**

I have a right to:

- Effective communication with the school;
- Useful information about my/our children's progress, achievements and the school.
- Be treated with respect and have my/our opinions valued;
- Receive helpful feedback about my/our children's education and the progress of the school in general;
- Have my/our children work towards their potential;
- Expect my/our children to work in a clean, orderly and tidy environment.

### **Responsibilities of parents and carers**

I have a responsibility to:

- Work in partnership and keep in regular contact with the school and staff;
- Encourage my/our children to work towards their potential;
- Actively support school decisions, policies and rules and share them with their children as appropriate;
- Respect school staff and pupils and value their opinions;
- Talk positively about the school, its staff and the community with my/our children;

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- Work in partnership with the school to support my/our children with their learning;
- Help keep the school environment clean;
- Ensure my/our children are appropriately dressed and prepared for school.

### **Class Rules**

Each class at the beginning of each school year will negotiate 'classroom rules'. These will be displayed in classrooms, and are regularly referred to.

### **Routines**

It is through routines that we teach the rules and consolidate the responsibilities required for children to develop self discipline and become independent learners. Routines help a class/school to run smoothly and are essential to good classroom management.

### **Rewards**

Both informal rewards, such as smiling or verbal praise and formal rewards such as stickers, stars, certificates, house points etc.

Friday Assemblies reward children for 'Star Work' and the Star Pupil' who has demonstrated the half termly value.

### **Developing Self-esteem and positive 'mind-sets'**

Children with appropriate high levels of self-esteem are confident learners, enjoy the respect of their peers and attract friends. There is a direct link between children's self esteem, their behaviour and the extent to which they achieve their academic potential.

We encourage positive 'mind-sets' by giving children clear feedback on what is working well in terms of their behaviour and learning and how they can improve these even further. We acknowledge that this takes effort, especially when feelings are running high. It is therefore important that children are taught acceptable ways to express their feelings.

### **Philosophy / PSHE / Citizenship**

We aim to encourage children to think about their thinking – to improve articulation of thought and to improve listening skills. Children learn to accept different points of view as valid and realise that there is not always a "right" answer. These skills reach beyond the specific philosophy sessions and are used throughout the whole of the curriculum.

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### **Circle Time**

Circle Time is sometimes used to promote positive behaviour through the use of a range of activities and games. These develop children's collaborative, personal and social skills, along with their self esteem and confidence and their ability to communicate effectively with each other.

### **Talking to Children**

We develop self esteem and promote positive behaviour through our language choice. We respect children by the way in which we communicate with them and with other adults. We ensure that all adults at school, supply teachers, parents/community helpers and visitors understand that this is the approach we use.

### **Involving the Children**

We provide opportunities for children to practise giving and receiving criticism in non-threatening ways to develop their self-esteem. Sometimes we use an intervention called Circle of Friends which is led by an adult.

### **Talking Through Issues**

In any situation where a child has behaved inappropriately towards another individual or been involved in a dispute with another child they will be asked to 'talk it out' with the other party. To do this they will:

- Listen while the other person explains what they have done and how it has made them feel.
- Take responsibility for their behaviour by acknowledging the impact it has had on the other person.
- Apologise showing they have listened and outlining the changes in their behaviour they are going to make.

The reason for this is two-fold. Firstly it makes the individual take responsibility for their behaviour and understands how it has affected someone else. Secondly the other party can learn skills and strategies to resolve issues independently.

To enable 'talking out' to happen staff need to be firm when dealing with children informing them of issues with other children's behaviour. Staff members should only deal with the children directly involved with the incident. Children from outside the incident should be asked to either support those involved or ask those concerned to go to an adult who will support them talking out their issue.

### **Sanctions**

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be over used or relied upon too heavily. It is very important that children know and actively experience that sometimes an

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adult may not like aspects of their behaviour but that the child is liked as a person and that all kinds of potential can be seen in them.

Individual pupils with challenging behaviour are a whole school issue not just the class teachers. Teachers need support, emotionally from others and from the systems in place.

### **Procedures for Recording and dealing with problematic behaviour**

We use a range of skills to prevent moving into sanctions. Firstly, a general reminder of the class rules; non verbal messages have the advantage of allowing us to communicate with children without interrupting the flow of the conversation with others.

We will provide a chance for a child to demonstrate positive behaviour before moving towards sanctions. We use the traffic light system for behaviour in each class. A child placed on 'amber' is a form of warning. If the unacceptable behaviour continues the pupil will be moved onto 'red'. At this point they would be removed from the classroom. Unacceptable behaviour can be described as:-

- excessive or persistent verbal abuse to children or staff
- Use of physical violence in any form
- bullying or racist behaviour (see anti bullying and racial equality policy)
- Persistent unreasonable or disruptive behaviour in class or around school.

This may involve persistent talking in class, shouting out, distracting others, tormenting others, running in school, spoiling games, lack of respect for people or property, playing in toilets etc

### **Sanctions are organised into a hierarchy:-**

- A private reminder referring to class rules
- A warning of the Sanction that will follow if the inappropriate behaviour continues.
- The choice will be presented as a choice for the child. They will make the decision whether to keep to the agreed rules or experience the sanction.
- Temporary isolation of the child within the classroom, accompanied by loss of own time at break or lunch.
- Temporary isolation of the child from the classroom either to the headteacher's office or to another class if the headteacher is unavailable. No children are to be sent to stand outside the classroom unsupervised.
- Informing or asking to see parents.

In the event of inappropriate behaviour, parents will be contacted by the class teacher to discuss the schools concern but also to provide an opportunity for parents to identify possible reasons for the inappropriate behaviour. The SENCO may be

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informed that there is a concern. A shared strategy may be set up, with a system of monitoring and regular contact with parents.

### **Temporary exclusion of the child from the classroom**

- The child will work with Headteacher or Senior Teacher in his/her classroom. If the child is in the Headteacher's or Senior Teacher's class he/she will work in the others classroom
- The class teacher will then meet with parents to set up a daily behaviour diary. The SENCO will be informed at this point
- Temporary exclusion of the child from the school at certain times e.g. lunchtime
- Temporary or permanent exclusion from school

If behaviour continues to be inappropriate it is apparent that there are significant Emotional and Behavioural issues. The child will be referred by the SENCO to an Educational Psychologist. Behaviour charts and Diaries will provide evidence should exclusion proceedings be implemented.

PSP (Pastoral Support Programme) will be set up if a child is felt to be in danger of exclusion.

Only in extreme circumstances, such as endangering other pupils and staff would exclusion proceedings be invoked (see Exclusion Policy) without the above process being followed. Serious action will be taken if serious incidents take place in school when immediate exclusions will result.

### **Behaviour for Learning**

Throughout the school we aim to teach our children the following behaviours for learning:

**INDEPENDENCE, ASPIRATION, PERSEVERANCE, COOPERATION,  
REFLECTION, RESILIENCE, CONFIDENCE, CONCENTRATION, EMPATHY,  
ORGANISATION**

All children are taught what these behaviours mean, what they look like in action and how they can demonstrate them, and lessons will often incorporate a learning behaviour objective.

Behaviours for Learning is all about teaching children how to be better learners. We aim to teach them the key skills necessary to not only take responsibility for their own learning, but to get better at it as well.

### **Appendix: Guidance on Positive Handling in School**

This guidance has been drawn up in conjunction with Norfolk STEPS training received by school staff in September 2017. This training gave staff an

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understanding of de-escalation strategies and an awareness that, wherever possible, physical contact to restrain or move pupils should be avoided.

The school recognises that handling children is necessary in day to day dealings with children. Staff will always consider the context and reasons for handling any child within the school setting. Any child that the school considers may require any form of significant handling will have a risk assessment/behaviour plan which highlights possible significant harms.

If handling is unavoidable the following procedures have been agreed:

<b>Action</b>	<b>Policy</b>
Lap Sitting	<ul style="list-style-type: none"> <li>• To comfort children in Reception and Key Stage 1 who are distressed.</li> <li>• Only when initiated by the child.</li> <li>• Key Stage 2 to be comforted with shoulders and back hug.</li> </ul>
Hugs	<ul style="list-style-type: none"> <li>• To comfort children in Reception and Key Stage 1 who are distressed.</li> <li>• Only when initiated by the child.</li> <li>• Key Stage 2 children shoulder and back hug.</li> <li>• Children with specific needs to be acknowledged turned and released to develop understanding of appropriate physical behaviour.</li> </ul>
Hand Holding	<ul style="list-style-type: none"> <li>• Children in Key Stage 1 may be held by the hand if child initiated, but never led.</li> <li>• If child initiated in Key Stage 2</li> <li>• If physical contact needed for reassurance use the over the arm hold.</li> </ul>
Leading Children	<ul style="list-style-type: none"> <li>• Firstly back and shoulders.</li> <li>• Caring 'C's or 'open and closed mittens' if child is resistant to movement.</li> </ul>
Moving Children	<ul style="list-style-type: none"> <li>• If children are not in any danger they are to be left where they are until they move themselves.</li> <li>• If child is at risk they are to be moved however possible.</li> </ul>
First Aid	<ul style="list-style-type: none"> <li>• Children to be dealt with by First Aid trained staff.</li> </ul>
Changing for P.E.	<ul style="list-style-type: none"> <li>• Children to change together in their classroom.</li> <li>• Y5/6 children to be split. Boys change in library or hall, girls to change in the classroom.</li> </ul>