

Behaviour Policy



Introduction

At Allington Primary School, we want our children to grow socially, personally and academically and become responsible, caring and successful members of society. We believe that children learn best when they are clear about what to do and are consistently encouraged to do it.

To achieve a happy and safe environment, we set high standards, clear guidelines, adopt an overall ethos of good behaviour and courteousness and apply rules fairly and consistently. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, encouraging good behaviour in school.

This policy should be read in conjunction with the school's Anti-bullying Policy, Child Protection and Safeguarding Policy, Equality Statement and Objectives document and Allington Primary School's mission statement.

Behaviour management is the responsibility of **ALL** staff at Allington Primary School.

Aims and Principles

At our school we value everyone. We believe that everyone has something constructive to offer to our school community and that every situation is redeemable. We respect and value the safety, wellbeing and differences of the members of our learning community. In short:

- Everyone matters
- Everyone has the right to feel safe and be happy
- Every child has the right to learn and every teacher has the right to teach

It is our aim to:

- Promote positive attitudes to good behaviour and respect for others
- Develop in children a sense of self-discipline and an acceptance of responsibility for their own actions alongside an understanding that all actions have consequences
- Create an environment/ community in which effective learning can take place
- Establish and maintain a consistent and fair approach to the management of pupils' behaviour throughout the school

Creating the Ethos

Adults within the School

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as the example they model has an important influence on the children. The staff establish the boundaries and environment in which positive relationships can develop.

High expectations of behaviour are an essential part of our ethos. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom as well as during out of school activities. These expectations are also reinforced in class or year group discussions as well as in key stage and whole school assemblies.

As adults we aim to:

- Promote mutual respect, by talking to children quietly and respectfully and listening carefully to what they have to say.
- Emphasise the importance of being valued as an individual within the group;
- Promote through example, responsibility, equality, achievement, consideration and honesty;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Teach children to take *responsibility* for their actions;
- Support children to repair the harm that has been caused by inappropriate behaviour;
- Promote re-integration so that young people can remain part of the school community with a worthwhile contribution to make;
- Recognise, draw attention to and guide children in the desired good behaviours that are promoted throughout the school;
- Reward good behaviour.

When staff interact with children with respect to issues of discipline, we will:

- use a calm, firm, no nonsense, tone of voice;
- focus on the **behaviour**, not the child;
- avoid arguing with pupils (be non-confrontational);
- give recognition for positive behaviour, especially honesty, from the start;
- clearly state expectations to pupils;
- ensure consequences for undesired behaviour are fair, appropriate and commensurate with the misdemeanor;
- remind pupils of their responsibility in maintaining the high expectations of pupil behaviour.

Teaching and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons and tasks should have clear objectives, shared concisely so they are understood by the children, and differentiated to meet the needs of children of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued.

Classroom Management

Classroom management has a very important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised in a way to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall our classrooms provide a welcoming and inclusive environment.

Pupil Involvement

We believe that pupils are more likely to accept our code of conduct if it is clearly understood, consistently and fairly applied and effective. At the beginning of every year classes create their own positively phrased Class Charters which set out their guidelines for behaviour.

Pupils' views about matters of discipline and behaviour will be sought in a variety of ways: through the student review, pupil questionnaires, as well as through opportunities provided during School Council meetings to raise issues.

Parental Involvement

Good communication and a close partnership between school and home are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Where behaviour is causing concern, parents will be informed at an early stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour.

Our Home School Agreement sets out expectations of the parents, school and pupils. Parents are encouraged to share and discuss the contents of this with their children.

Special Educational Needs and Disabilities

While we expect every pupil within the school to adhere to the Behaviour Code and the rules set out by class teachers, we do recognise that in some specific cases, pupils with SEND may have social, emotional and/or behavioural difficulties which require the implementation of reasonable adjustments. We will therefore, look for the reasons behind the behaviours and aim to support pupils appropriately, providing personalised support and differentiated approaches.

Rules and guidelines

The three R's for behaviour at Allington are:

- **Respect**
- **Responsibility**
- **Readiness to Learn**

We show these by

- ***being honest, kind and by having good manners***
- ***following rules and instructions and sharing any worries with adults***
- ***looking after our school environment and everyone's property***
- ***always actively listening and trying our best to show that we are proud of what we achieve in our learning***

At Allington Primary School we are always respectful, ready to learn and responsible for our own actions and the consequences of them.

Class teachers are responsible for setting out and explaining the rules and guidelines particular to the classroom environment. This should be done through negotiation with the children at the start of each academic year.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced.

There are, of course, many other rules that govern the daily life of the school – for example the system for the end of playtime, what to do if no-one is there to pick you up, where to line up for dinner, etc.

These procedural rules are laid down in the Staff Induction pack and are regularly brought to the pupils' attention. The document is updated annually and circulated to all new staff as appropriate.

Classroom Charters

At the start of the school year in September, each class negotiates together their own Class Charter in language appropriate to the age of the children and worded positively. The Charter highlights the interconnectivity of rights and responsibilities. The Charter makes clear the expectations that will be reinforced regularly by all adults and children working within the classroom. This needs to be displayed on the wall so that anyone taking the class is clear about the expectations.

Managing behaviour

When a teacher has concerns about the behaviour of pupils in their class they should first consider the following:

- curriculum design and differentiation
- challenging goals and feedback
- teaching styles

- parental/community involvement
- safety of environment
- classroom management

School staff should:

- not take it personally
- ignore secondary behaviour
- stay with the facts
- give the child the opportunity to save face
- use solution focused questions
- describe the problem and the consequence
- use the agreed behaviour management strategies as below:

Behaviour Management Strategies

The look	Private chat- avoid public humiliation of the child
Rule reminder	Rewind (let's rewind)
Proximity	Accept and redirect (yes but.../maybe you were but...)
Control	Give choices with consequences
Good questions (what should you be doing?)	Remove audience
Humour	

Consistent use of positive language, pupil choices and consequences

ALL staff are proactive in applying this policy everywhere and throughout the school day. E.g. if we walk past a jumper on the ground and allow it to be left the message is that we think it is ok to have things laying on the floor; similarly if we see any child breaking any rule and don't intervene our unspoken message is that it is ok. Our verbal and unspoken messages must always remind children of the right behaviour choices. Staff provide good role models for the respectful behaviour we wish pupils to exhibit.

ALL staff support each other in applying this policy consistently. All staff will remind children positively to be polite to everyone. **ALL staff will use the language of expectation not request when reminding children of expected behaviour, by using thank you and NOT please. E.g. "Sit safely, thank you." not "Please sit safely."**

Rewards and Sanctions

All adults in school should model positive, respectful relationships and will take every opportunity to praise positive behaviour. The systems used in school are based overwhelmingly on positive reinforcement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Some are used throughout the school and others are created by individual teachers to suit the needs of their classes.

Rewards include:

- Praise and congratulations to children- individually and in groups, publicly and privately
- Written comments on work
- Displays of high quality learning in the classroom or public areas
- Staff give children stickers
- Staff give children house points
- We acknowledge the good work, behaviour and effort of individual children as part of our Pupil of the Week assemblies and names are then entered onto the Pupil of the Week board
- Children sharing their successes with their class, other teachers, a member of the SMT or the Head of School.
- Golden time
- Class/ Year Group rewards

Sanctions

Sanctions should be progressive in the degree of punishment. The purpose of sanctions in the school is to change behaviour; it is not a form of vengeance.

Sanctions should be appropriate to the age of the children and need to be carefully chosen. Sanctions follow an agreed procedure (a copy of this procedure must be included in the supply teacher pack to ensure continuity):

Years R to 6

YR & KS1	KS2
verbal warning visual warning Time deducted from Golden Time (weekly/daily) exit from class with Reflection Sheet (see appendix) class teacher to see parent on same day of Reflection Sheet issue ** YR Reflection Sheet completed for deliberate hurting of a child/ damaging property	verbal warning visual warning direction to time out table or time out to parallel class (may be indicated by a red card in GTBG) exit from class with Reflection Sheet (see appendix) class teacher to see parent on same day of Reflection Sheet issue

Reflection Sheet to be filed in the class orange folder which will then be monitored termly by the Inclusion Manager

The Inclusion Manager will monitor number of Reflection sheets and liaise with the Head of School to decide on future strategies.

In the event of a serious incident, a member of the SMT will be called upon and the child removed from the classroom. A member of staff will complete a Serious Incident Form and the child will complete a Reflection Time at an appropriate time and parents will be contacted.

Staff understand that at times of stress some children will have difficulty in managing their behaviour and may need time away from their peer group. The Inclusion Manager will issue 'Time Out' cards and a safe place to calm down for these children and staff will be informed at staff/ TA meetings.

A Reflection Sheet may be issued during the mid-morning break or at lunch time for children not fulfilling their responsibilities.

Sanctions should **not** include:

- Physical force
- Withdrawal from curriculum activities (these are every child's legal entitlement)
- Being left unsupervised anywhere in the school including outside in the corridor or in the entrance hall
- Threats that cannot be carried out.
- Writing out extra work in an area of the curriculum which might decrease their interest in it.
- Blanket consequences that involve children who were not involved in the issue- e.g. keeping the whole class in for an issue involving only a few children.

If a child misbehaves repeatedly in class and the class teacher has found that the normal procedures are not working then the class teacher must refer the child to the Inclusion Manager.

In the same way if a child is giving cause for concern on the playground, whether at playtime or lunchtime, a member of staff must refer the child to the Inclusion Manager and keep the class teacher informed.

Some children may need further reinforcement of the rules appropriate to their age and/or individual needs before the formal behaviour steps are undertaken. The Teacher/TA will be able to use their professional judgement to decide at what point the children move from verbal reminders to the more formal steps.

For more serious incidents, this staged approach may not be appropriate and children will be sent straight to the Head of School. Also, there may be times when a pupil requires their own, individual behaviour plan appropriate to their needs.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may prevent the child from taking further part.

Physical Restraint

The school follows the non-statutory guidance set out in Use of Reasonable Force 2012 (DfE).

Teachers are entitled to use reasonable force to control or restrain pupils physically in the arrangements explained below. Force should not be used except in self-defence or an emergency, where a teacher might have to react quickly to prevent injury. Teachers should be aware that their actions must be considered and appropriate; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges.

The Education Act, 1997, added a section to the 1996 Act to clarify when teachers may use physical force to restrain a pupil. It allows teachers to use 'reasonable force' to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough);
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

The provisions of the Act do not just apply in the school itself. Circular 10/98 states that they apply whenever you have 'lawful control or charge of the pupil' (para. 10).

Circular 10/98 (para. 21) suggests reasonable physical interventions might be:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds.

Teachers must seek to avoid doing anything that 'might reasonably be expected to cause injury' (para. 23) or 'touching or holding a pupil in a way that might be considered indecent' (para. 24). They 'should always try to deal with a situation through other strategies before using force' (para. 25). The Circular makes it clear that records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences (para. 28-29). The school will inform parents to discuss any such incident with them.

The Act does not prevent a teacher taking action in self-defence or in some other form of emergency, when it might be reasonable to use force. However, in all cases of physical contact with pupils, it might ultimately be for the courts to decide whether a teacher acted 'reasonably' and the consequences of an error of judgement could be serious.

In all cases where Physical Restraint has been used, a Serious Incident Record must be completed as soon as possible after the incident. These will be kept in the class Orange Folders.

The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

Non adherence to the Behaviour Policy - Summary of Stages

These stages assume a gradual increase or persistence in bad behaviour. If behaviour deteriorates very quickly or if the first incident is of a serious nature it may be escalated to Stage 2, 3 or 4.

We expect that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

Stage 1

Incidents at this stage may include the following:

Disruption to learning which may include task avoidance/time wasting, wrong choices, inappropriate behaviour in class (or playground), misusing equipment, not following the expectations determined in the Class Charter. On the playground, it would include rough play.

Sanctions will be issued by the adult dealing with the incident. Sanctions at this stage may include the following: Verbal reminders of expectations of the class and playground behaviour, losing Golden Time/playtime (using a stepped approach), visual warnings or time out.

Repeated incidents at Stage 1 may result in the class teacher escalating the behaviour to Stage 2 in consultation with parents.

Stage 2

Incidents at this stage may include the following and the class teacher will discuss the issues with parents at the earliest opportunity:

Name calling/unkindness

Repeated blatant defiance, task refusal, disruption to classroom learning,

Rudeness/insolence, unacceptable language

Deliberate provocation, aggression – physical or verbal, stealing.

Sanctions at this stage may include the following:

A loss of a proportion of free time where a reflection sheet will be completed (see Appendix 2). In YR and KS1, this will be supported by an adult scribing the child's responses.

Direction to a particular space for play.

Repeated incidents at Stage 2 will result in the teacher contacting parents to address the issues.

Stage 3

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity: vandalism, a targeted racist incident, fighting, leaving school premises, persistent bullying, physical aggression towards pupils/ staff.

Sanctions at this stage may result in an internal exclusion. At this stage, a behaviour plan will be implemented in order to support improvements in behaviour. Alongside this, a PSP may also be implemented.

Repeated incidents at Stage 3 will result in the behaviour escalating to Stage 4, the Head of School will contact parents.

Stage 4

In extreme cases, persistent or serious problems with behaviour may be escalated to Stage 4.

Sanctions at this stage will result in the Head of School imposing a Fixed Term or Permanent Exclusion (following guidelines in the Local Authority Behaviour Policy).

Staff will use their professional judgement and knowledge of individual children when dealing with any incidents and sanctions.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the Inclusion Manager and considered for assessment by outside agencies which may result in the pupil being placed on the SEN register.

Rewards and Sanctions

Teachers should negotiate rewards and sanctions with their class. Rewards should not be expensive or difficult to maintain. We encourage children to behave because it is the right thing to do and good for their development as responsible citizens, rather than creating a culture of, 'I will only do it if you reward me'.

Although persistent or serious misbehaviour needs recording, every child must feel that each day is a fresh start.

Fixed-Term and Permanent Exclusions

The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Head of School will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The Head of School informs the parents about how to make any such appeal. The Head of School informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School. 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

Where requested by a parent, the Academy trust will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.

Panel members will need to be trained in how to perform their role.

The Academy trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the Academy has acted illegally, irrationally or in a procedurally flawed manner

The Head of School must publicise the school behaviour policy, in writing, to staff, parents and pupils.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Head of School to report upon the effectiveness of the Behaviour Policy as requested.

Appendix 1

Restorative Justice

Background:

Restorative Justice (RJ) is where parties come together to resolve conflict and look at implications for the future. The philosophy is that if you are part of the problem, you need to be part of the solution.

It is based upon the four Rs

- Respect
- Responsibility
- Repair
- Re-integration

Traditional Mindset	Restorative Mindset
What have you done?	What has happened?
Why have you done that?	Who has been harmed/affected?
Who is to blame?	How can we involve everyone who has been affected in repairing harm and finding a way forward?
What are the consequences for you?	How can everyone do things differently in the future?

Staff at Allington Primary School have adopted the Restorative Justice approach and are using the following questions.

- What happened?
- What is my side of the story?
- Who has been upset/affected by this?
- How can I sort this out?

Allington Primary School
Thinking About My Behaviour
Reflection Sheet

The three R's for behaviour at Allington are:

- Respect
- Responsibility
- Readiness to Learn

We show these by

- *being honest, kind and by having good manners*
- *following rules and instructions and sharing any worries with adults*
- *looking after our school environment and everyone's property*
- *always actively listening and trying our best to show that we are proud of what we achieve in our learning*

Name:

Class:

Date:

What happened?

What is my side of the story?

Who has been upset/ affected by this?

What could I do to sort this out?

Action

Discussed with: _____

ALLINGTON PRIMARY SCHOOL – PUPIL RUNNING RECORD

Academic Year: _____

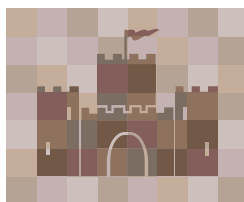
Name:

Date	Incident	Further action

Serious Incident Recording Form

Pupils Name			
	Date	Time	Place
Name of other pupils involved			
Antecedent What led up to the incident?			
Behaviour Brief description of the incident			
Consequence What action was taken by the member of staff recording this incident?			
What did the child agree to change?			
Member of staff completing this form:	Name	Signed	Date

Our Playtime Expectations



We are respectful

We listen to each other and to adults. We speak politely to people. We ask if we need to leave the playground or field.

We are friendly

We treat others as we want to be treated. We are kind and considerate and behave like a good friend.

We are responsible

We look after playground equipment and put it away when asked.

We ask for help

Speak to an adult if you are worried, upset or need help to solve a problem.

We enjoy our playtimes and lunchtimes!