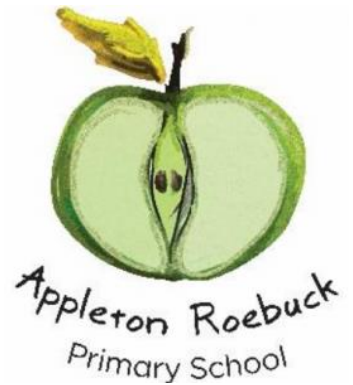


Behaviour Policy

Revised January 2020



"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

Appleton Roebuck Primary School accepts this principle and seeks to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure.

This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'spot' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Refer to **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** for important safeguarding procedures to which we all adhere.
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The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough 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 should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-forward (next steps) to the children to help them move forward with their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an 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.

Classrooms should be organised to develop independence and personal initiative and should be supportive of children with additional needs. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop confidence through the working wall approach, and also raise self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to recognise good behaviour as well as good effort/work. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the *behaviour* without humiliating or "putting down" the *child*. Staff should not shout at children, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. The raised hand signal or count down from 5,4,3,2,1 should be used to calm and quieten the children, raised voices and sssshing should be avoided. Bells will be used outdoors to signal the children to be still and silent.

Golden Rules The Golden Rules will be displayed throughout the buildings.

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the agreed Golden Rules:

- **Be honest at all times.**
- **Do my best, ask for help and tell someone if I am unhappy.**
- **Be gentle, polite and kind to everyone both inside and outside school – treating others as I wish to be treated.**
- **Listen to others and value their views.**
- **Always behave appropriately in class, the playground and at special quiet times.**

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- **Look after my and others' belongings and surroundings.**

Rewards

Whilst our ultimate aim is to develop children who are intrinsically motivated to make good choices, we also recognise that children like to be rewarded and recognised. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour and effort is valued.

Importantly, there is a clear rewards system shared as a school.

At the beginning of each term the class teacher and pupils agree a rule for behaviour in class to be added to the Golden/School Rules. This should be phrased positively, making the behaviour that they wish to encourage explicit. A large version of the agreed rules is then signed by all pupils and displayed prominently in the classroom. It should be used as a reference point and be reviewed regularly. Each teacher and their class follows the school system of reward and praise, based on the principles set out in this policy. This will include individual and class rewards and typically, (especially beneficial with older children), House Dojo points to promote inter-personal relationships.

Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

- ❖ Enrichment Time- where children are offered special activities - this may be on a weekly basis or done as a block.
- ❖ regular verbal feedback to reinforce positive behaviour
- ❖ reference to good role models - "Look at **** - he is ready to learn!"
- ❖ children are congratulated
- ❖ stickers, house Dojo points for "Gold Standard" work or values.
 - Gold standard trophy - awarded in celebration assemblies not just for academic attainment - recognition of effort and personal, social and emotional achievements are also important.
 - Dojo points - awarded for good work, following rules - general good work and behaviour. House captains collect these points each week for announcement in Celebration Assembly. A special Head teacher sticker is placed on the house wall that wins.
 - Stickers are given (especially in KS1) as a form of positive praise.

Please note: Sweets are NOT used as rewards; as a healthy school, we prefer to reward in other ways (see Food in Schools Policy).

Assemblies

Assemblies, especially our Celebration Assemblies, (to which parents and friends of the school are openly invited) are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. During this assembly, there will be presentations of:

- ❖ "Be there badger" - given to the class with the best attendance each week. (Reward is ten minutes extra play in the afternoon - Teacher to administer) If a key stage achieves 100% attendance, the two classes get a treat!
- ❖ The Kindness Book - where anyone can write a thank you message to recognise acts of kindness.

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- ❖ House Dojo point totals - House captains collect these points each week for announcement in Celebration Assembly. A special Head teacher sticker is placed on the house wall that wins. These will be added at the end of the year and a winning house will be announced at Sports Day.
- ❖ Presentation of certificates and awards from out of school achievements.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- Sanctions which are humiliating or degrading should never be used;
- Sanctions should be applied quickly and pupils left in no doubt as to why they are being punished and how they can improve behaviour;
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head teacher, behaviour plans, meetings with parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions and restorative practice. It is important that the sanction is not out of proportion to the offence. If in doubt, please check with the Head Teacher.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Early Help Service may be necessary. This possibility should be discussed with the Head teacher and SEND Coordinator.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The class teacher discusses the school rules with each class, and also creates a Classroom Charter as part of their PSHE work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. See Anti-bullying Policy 2020. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to

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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. We follow the comprehensive recommendations set out by the Department for Education (see website referred to at start of policy) for clarification of any specific matter e.g. confiscation of an item.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Monitoring

The Well-being lead and the Head Teacher monitor the effectiveness of this policy on a regular basis. The Head Teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial incidents must be reported to the local authority; homophobic, biphobic and transphobic incidents are also recorded.

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.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Date of Governor Agreement: February 2020

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Date of Review: February 2022

Appleton Roebuck Primary School Chair of Governors:V Brunyard

Appleton Roebuck Primary School :A L Commins

Please see Anti-bullying policy

Please see Positive Playground behaviour policy

Please see Behaviour leaflet for parents