

Ainderby Steeple Church of England Primary School Behaviour Policy



Ainderby Steeple Church of England Primary School aims to provide a framework of continuity and consistency of approach to behaviour. Within our school we follow the school's vision as detailed below:

"Do everything in love." 1 Corinthians 16:14



Together, through **loving** Christian fellowship, our children will **learn**, within our curriculum, the values, skills and knowledge needed to **grow** into positive, compassionate and forgiving members of the community. Our children will become respectful citizens and have the perseverance to face new challenges, both now and in the future.

Introduction

At Ainderby Steeple C of E School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Ainderby Steeple C of E School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School Club, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

**It is the everyday habits of adults
that provoke a
change in pupils' behaviour.**

Behaviour for Learning:

Be **Ready**, Be **Respectful** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

School Rules

Our school has three simple rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

At Ainderby Steeple CE School we apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour

- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Language Around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the Class Teacher. Incidents are then logged on CPOMS at the staff member's discretion.

Sanctions

Sanctions should always:

- make it clear that *unacceptable behaviour affects others* and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Ainderby Steeple - Behaviour Pathway



- Reminder
- Final warning
- Space to cool off / calming time ○ In class > in another class > in another designated space
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a Senior Teacher (Mrs Link) or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Fixed Term Suspension (1-5 days)
- Permanent Exclusion (PEX)



Shared scripts and expectations

Good behaviour is recognised sincerely through class **Recognition Boards** that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children are praised publicly and whenever possible reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

- **Be ready**
 - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- **Be respectful**
 - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.
- **Be safe**
 - I will be kind and look after myself and others, following appropriate instructions from adults.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their Teacher and/or Teaching Assistant. This enables everyone to start the day positively and with a smile. The Headteacher and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Above and Beyond Recognition

Children will be recognised for their good behaviour.

- **Children's names/photographs will be moved onto recognition boards** when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will **not** be removed from the board once it is on. If all pupils make it onto the board they will achieve a class jewel. 15 jewels will assign to a class reward – predetermined in advance by the children.
- **Certificates, stickers and other positive messages** will be sent home regularly by class teachers and the Headteacher to inform parents of good behaviour.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate pride in their **FANTASTIC WALKING** and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to Collective Worship, for example.
- When adults in school require the full attention of a class or group of children, they will use raise their hand and use key phrases such as **'Whole Body Listening'**. Pupils are taught to stop what they are doing, turn to face the adult and **BE READY** to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Similarly, adults may use the term **'EXCELLENT SITTING'** indicating that children should turn themselves (and chairs as appropriate) to face a single direction. In addition, that children should be sitting smartly and comfortably. This may be combined with **'WHOLE BODY LISTENING'** and

ensures that children understand that they need to be actively engaged in what the adult is doing and saying.

Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child’s physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child ‘take up time.’ Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or the Headteacher if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

- 1. What has happened?**
- 2. What were your choices at the time?**
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

Ainderby Steeple - Behaviour Blueprint

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines
Be Ready Be Respectful Be Safe	Daily Meet & Greet Calm, Consistent and Fair First Attention to Best Conduct -catching children ‘doing the right thing’	Class Recognition Boards ‘Star of the Week’ certificates Stickers and Certificates from Class Teacher Headteacher Certificates and calls	Fantastic Walking Whole Body Listening/Raised Hand Excellent Sitting

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1. REMINDER (reinforce 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I noticed that you chose to run in the corridor. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I noticed that you chose to scribble in your English book. This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. Suzanne if you choose to break the rules again, you leave me no choice but to ask you to move to the Do you remember when you chose to write neatly in your English Book? This is the behaviour I expect from you. I know you can make good choices. Thank you for listening.'

SPACE TO COOL OFF:

3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE

3. IN CLASSROOM

I noticed you chose to ... (state the noticed behaviour).

You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area etc.

I will come and speak to you in two minutes.

1. Child sent to designated area of the classroom.
2. 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
3. Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
4. If behaviour improves, return to class. If not or if child refuses, move to Step 4.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

For regular occurrences:

- Discussion with Senior Teacher and/or SENCO or Headteacher: consider Behaviour

4. IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour).

You need to go to ... (state the classroom or other space need them to go to).

I will come and speak to you at the end of the lesson.

DO NOT describe the child's behaviour to other adults in front of the child

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege / playtime.
- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 5.
- Record on CPOMS.

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Link's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

5. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged)). I will come and speak to you at the end of the lesson / next break / end of the day.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Peart and you will need to complete your learning outside her office. I will come and speak to you at the end of the day. Thank you.'

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.
- Record on CPOMS.

For regular occurrences:

- Discussion with SENIOR TEACHER / SENCO / Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or/ Headteacher depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
- Referral to multi agencies i.e. Behaviour Support, etc.

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.

You need to:

3. Stand by other staff member (NAME STAFF MEMBER)
4. Sit on the bench
5. Go inside to ...

I will come and speak to you in two minutes. (**ENSURE YOU DO!**)

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
6. **What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

Extreme Behaviours

Some children exhibit particular behaviours based on **Adverse Childhood Experiences** (ACES) and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe or in immediate risk of harm. This will only be used as a last resort and trained staff (TEAM-TEACH). The school will record all incidents of extreme behaviour on CPOMS.

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of directed staff in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a senior teacher or the HEADTEACHER. If this occurs a focussed meeting involving the Headteacher, and/or SENDCO and the staff members to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Physical Attacks on Adults

At Ainderby Steeple CE School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff will call for additional support if needed. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure as directed by a Senior Teacher and/or Headteacher.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons

but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Together: everyone matters. Together: everyone succeeds.

Suspension and Exclusion (Fixed Term & Permanent)

Suspension/exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to support the child. In all instances, what is best for the child will be at the heart of all decision-making processes. Please consult the following policy for further guidance on suspension and exclusion: **NYC Model School Suspension/Exclusion Policy - Ainderby Steeple C of E Primary School**

The role of the parent

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Headteacher/Safeguarding Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body.

Application

This Behaviour Policy is for all our school community and for it to be effective it must be used with confidence and consistency.

However, for children on the school's SEND register, consideration due to their additional needs will be made between the Headteacher, DSL and the SENDCo.

Application of the policy for children with identified needs within the SEND register or where we have Child Protection/Vulnerability concerns will be at the discretion of the Headteacher, DSL and SENDCo.

Written by	Rachel Peart
Ratified by Governors	Autumn 2022
Date for Review	Autumn 2024
Signed – Head Teacher	<i>Rachel Peart</i>
Signed - Chair of Governors	John Kelly
Signed – Safeguarding Governor	<i>Joan Walker</i>

Appendix A

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

1. DEFINITIONS

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by 'Caring C' technique out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others ○ from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.